DOCUMENT RESUME

ED 106 795 88 CS 001 845

TITLE	Matteson Four-Dimensional Reading Project.
INSTITUTION	Matteson School District 162, Ill.
SPONS AGENCY	Office of Education (DHEW), Washington, D.C.
PUB DATE	Aug 74
NOTE	96p.; See CS 001 934 for "Effective Reading Programs: Summaries of 222 Selected Programs"
EDRS PRICE	MF-$0.76 HC-$4.43 PLUS POSTAGE
DESCRIPTORS	*Developmental Reading; *Effective Teaching; Elementary Education; Independent Reading; *Individualized Reading; Programed Instruction; Reading Comprehension; *Reading Instruction; *Reading Programs; Reading Skills
IDENTIFIERS	*Effective Reading Programs; Elementary Secondary Education Act Title III; ESEA Title III; Right to Read

ABSTRACT

One of the programs included in "Effective Reading Programs...," this program serves more than 1,800 children in grades 1-8. Begun in 1972, this program is designed to provide a strong foundation in reading. The teachers in the district defined by behavioral objectives those reading skills essential to decode and comprehend unfamiliar material. They then developed the Matteson 4-D Index Guide, which cross-references by skill and readability level all commercially available materials in the district. The colored index cards list a skill, a related subskill, and pages in specific materials where the child will find work on that subskill. Teachers also wrote individualized learning packets that list one of the behavioral objectives and related learning activities. After completing a major skill, the child takes a criterion-referenced test and either moves to the next major skill or does appropriate review activities. This process continues until the child has successfully completed all levels in the program. Working independently, children spend about two days a week on reading skills and the remaining time on reinforcing activities such as free reading, silent reading, listening games, or composition. (TO/AIR)

ED106795

U.S DEPARTMENT OF HEALTH,
EDUCATION & WELFARE
NATIONAL INSTITUTE OF
EDUCATION
THIS DOCUMENT HAS BEEN REPRO
DUCED EXACTLY AS RECEIVED FROM
THE PERSON OR ORGANIZATION ORIGIN
ATING IT. POINTS OF VIEW OR OPINIONS
STATED DO NOT NECESSARILY REPRE
SENT OFFICIAL NATIONAL INSTITUTE OF
EDUCATION POSITION OR POLICY

GUIDE

TO

MATTESON 4-DIMENSIONAL READING PROJECT

Matteson School District 162
Title III, E.S.E.A.

August, 1974

Dr. Susan Gross, Martha Luke Carr, Sally Mitts Rouse

CS 001 845

TABLE OF CONTENTS

Section 1	Page
The Matteson 4-D Reading Project	1
The Student	1
The Materials	2
The Matteson 4-D Skills Index Guide	2
The Matteson 4-D Individualized Learning Packages	3
The Matteson 4-D Criterion-Referenced Tests	4
The Management System	5
The Testing Process	5
The Record Keeping Process	6
The Teacher	7
Section 2	
Technical Materials	10
Reading Expectancy	10
Matteson 4-D Reading Skills Scope and Sequence	11
Skill Objectives	14
Matteson 4-D Reading Levels and Grade Equivalents	24
Reading Formulas	25
Bormuth Readability Formula	25
Table	26
Intermediate Book List	26a
Junior High Book List	26b
Other Readability Formulas	27
Fry's Readability Technique	27
Dale-Chall	28
Spache	29
Cloze Procedure	30
Cloze Inventory	30
Sample: Little Pear	31
Cloze Inventory Administration	32
Cloze Inventory	33
Matteson 4-D Skills Index Guide	34
Matteson 4-D Individualized Learning Packages	35
Materials Used in Learning Packages	35
Sample Learning Package	36
Matteson 4-D Placement Test	37
Matteson 4-D Pretest	44
Matteson 4-D Post-test	46
Matteson 4-D Subskill Test	48
Individual Progress Charts	49
Level 1	49
Level 2	50
Level 3	51
Level 4	52
Level 5	53
Level 6	54
Class Progress Chart	55
Matteson 4-D Test Response Computer Card	60
Materials and Kits Available for Use with Specific Students	61
Reluctant Reader	61
Individualized	64
Supplemental	67

(continued)

TABLE OF CONTENTS (continued)

Section 3	Page
Statistical Results	69
Positive Attitude Change Towards Reading	69
About the Program	69
The Reading Attitude Survey	70
The Students	70
The Table	71
Analysis of Results	72
Table	74
Analysis of Stanford Diagnostic Test Results	76
Table	78

Section 1

The Matteson 4-D Reading Project

A good reading program is one that develops the basic skills students need in order to read, that teaches them how they can use reading as a tool for learning, that fosters an appreciation of literature, and that develops permanent interests in reading for enjoyment. These four characteristics become the objectives of an instructional program in reading, and at the same time serve as the guidlines for evaluating the progress children make in reading.

The Matteson 4-Dimensional Reading Project was developed and implemented by classroom teachers. It is a highly individualized program in intermediate and junior high reading skills development. There are four components to the Matteson 4-D Reading Project: (1) the student and his progression through the program, (2) the materials used in the reading program, (3) the management system for the reading program, and (4) the teacher.

A. The Student

The basic premise of the Matteson 4-D Reading Project is that each student should function at his own pace using motivating material with the teacher as a guide. The two global objectives of the program are that (1) each student will reach a level in the reading skills sequence commensurate with his expectancy level as determined by the Otis-Lennon Mental Ability Test, and (2) students on the average, shall reach a minimum performance of grade level achievement as measured by the Stanford Reading Achievement Test.

The student progresses step-by-step through the entire set of reading skills at his lowest placement level, omitting those skills he has already mastered. As each student masters all the skills at one level, he progresses to the next level and continues, omitting those skills he has mastered in the set until he is

working at his expected reading level through the complete spectrum. At no time does a student repeat the level of a skill he has already mastered. Mastery is determined by performance on criterion-referenced tests.

Activities are designed in the Matteson 4-D Reading Project to allow for individual, small group, and large group instruction. Students are placed in these activities at the discretion of the teacher.

B. The Materials

The Matteson 4-D Reading Project is basically an individualized program in reading skills, grades 4-8. The skills sequence was developed by analyzing reading texts published by major companies. Those skills taught by the majority of the major publishers were selected and grouped into a skills program by grade level. The skills program was presented to District reading teachers, and was modified and expanded. The modified version was adopted as the Matteson 4-D Skills Sequence. The skills are grouped into seven major categories with 106 subskills.

Reading levels were established by comparing achievement test scores of students in grades 4-8 and grade level reading materials. All students work in reading levels comparable to their achievement level, not at their grade level. In many cases, the achievement level is substantially different from the grade level for individual students. The reading materials used in the project were incorporated into the program, by level, according to their readability as determined by a formula developed by John Bormuth, the University of Chicago, and as determined by the CLOZE procedure. In many cases, the readability of a text is at a substantially higher level than the publisher's stated level.

1. The Matteson 4-D Skills Index Guide

The Matteson 4-D Skills Index Guide is an index card catalog using major publishers' reading programs. It covers the seven major skills and 106 subskills

with materials for students reading from 2.0 to 10.9 comprehension on the Stanford Achievement Test. The skills index guide includes materials from teacher's guides, student texts, workbooks, and duplicating materials that are commercially available. The formula developed by Bormuth was used to ascertain the readability of the materials in the index guide. The readability level, as well as the publisher's suggested level appear on the upper right hand corner of each card.

The index cards in the Matteson 4-D Skills Index Guide are color coded by readability level. They are sorted by subskill within major skill. Thus, for example, all cards referring to "Study Skills - Following Directions" will be found behind the "Following Directions" divider card. The teacher has, at his or her fingertips, all the references in the major reading programs to that skill, regardless of reading level. Work can then be assigned to any student, at his level, by finding the appropriate color card in the guide.

A teacher may prefer to teach a skill to a group or the entire class. He may teach the skill, at the blackboard, at the level which accommodates the entire group. Then, assignments can be made to particular students by making use of the color-coded readability levels on the cards.

2. The Matteson 4-D Individualized Learning Packages

To further enable the teacher to individualize reading instruction, a series of individualized learning packages, covering the 106 behavioral objectives in the seven major areas for reading skills in grade levels 4-8, has been developed. These learning packages have been developed by project staff, with the help of District reading teachers during summer workshops. The 106 behavioral objectives for the reading skills are stated for the individual student and are limited to a single operation. The objectives are stated so that they usually indicate the format most appropriate to test them.

The specific behavioral objectives appear at the top of each individualized learning package. Readability level is specified on them and they are color coded in the same color sequence as is the Matteson 4-D Skills Index Guide. The learning packages were developed to be checked by the individual pupils or the teacher, and come with self-scoring answer sheets.

These activities used to help the child learn are varied. They increase in complexity following the levels of Bloom's taxonomy. There are activities involving individual, small group, and large group instruction. Many activities have been selected from major reading texts and other commercially available materials. Many others have been written by the project staff. Whenever possible, a creative or application-type activity has been included. There are over 500 individualized learning packages in the complete set, spanning levels 1 through 3 of the reading program.

3. The Matteson 4-D Criterion-Referenced Tests

Criterion-referenced tests have been developed by the Matteson 4-D Reading Project staff to provide the student and the teacher with two fundamental kinds of information: (a) the specific knowledge of the skills the student has learned and (b) the specific knowledge of the skills which are appropriate for instruction. With this information from the testing program, the teacher can make instructional plans appropriate to the student's needs. The tests are based on the set of 106 specific objectives for the reading skills, and are written at the respective reading levels in the Matteson 4-D reading program.

Pre-tests and post-tests have been developed for each major skill at each reading level covering all of the reading skills the student should master at that level. The tests are designed to measure only what is stated in the behavioral objective for that skill. In this way, the student and the teacher both know what is expected and what instructional plans are appropriate for the

student. Students are evaluated against the objective, not against national norms or the achievement of other students.

A pre-test is given to determine the skills in which the student needs instruction. A post-test is given after the student has completed instruction to ascertain if he has learned the skill. Placement tests for the Matteson 4-D reading program are arranged on a continuum beginning with the most elementary skills and moving to the most difficult. Information from the Placement Test aids the teacher in determining the individual student's level of achievement and the correct level of pre-test to administer to make instructional plans appropriate to the individual student's needs.

C. The Management System

All materials developed in the Matteson 4-D Reading Project have been designed to correlate together. All materials are built upon the behavioral objectives for the seven major skills and 106 subskills, and the concept of readability. The Matteson 4-D materials are designed to provide the student and teacher with a comprehensive set of learning and testing activities at the student's reading level.

The Matteson 4-D Reading Project can be managed in a variety of ways. Individual teachers and classes vary, and what is suggested here is only one of many possible management systems. However, it is the system adopted in our school District.

1. The Testing Process

a. Each student will be tested at the beginning of the year with one of the Matteson 4-D Placement Tests. The results from this testing, plus the level the student was working in during the previous year, are combined to yield the level he will work in this year.

b. The student takes a criterion-referenced pre-test for the first skill in his appropriate level.

1. If the student passes the pre-test with 100%, he moves on to the next pre-test for the next skill.

2. If the student misses items on the pre-test which relate to only one subskill, he is directed to the individualized learning package written for that subskill at his level or to activities listed in the Matteson 4-D Skills Index Guide. After successful completion of the learning package he takes a five-item post-test relating to just that subskill. If he passes that subskill test with 80% or more, the student goes back to (b) and the next skill and repeats the testing-learning process. If he fails the subskill, he repeats (b,2).

3. If the student misses items on the pre-test which relate to more than one subskill, he is directed to the individualized learning package written for all the subskills he missed in the major skill. When the teacher feels the student has successfully completed the learning package, he is given a post-test which is parallel in form to the pre-test. The management process then follows the pattern set for the pre-tests in (b,1,2,and 3).

4. The cycle above is repeated through all the skills at a given level at the individual student's rate. By following the prescribed pattern, the student omits those skills he has already mastered and spends sufficient time in appropriate learning and testing activities for those he has not yet mastered. As he masters all the skills at one level, he progresses to the next level and continues, omitting those skills he has mastered until he is working at his expected reading level through the complete spectrum. At no time does a student repeat the level of a skill he has already mastered.

2. The Record Keeping Process

All tests are answered on computer cards and are scored by the computer.

Student records are updated when the student passes a test. Print-outs with the current status of the students will be available periodically. In addition to this computer service, most teachers wish to keep their own day-to-day records. For this purpose, both individual progress sheets, by level, and class record sheets have been designed by the Matteson 4-D Reading Project staff.

The individual progress sheets can be kept in the student folder, to be updated by the student. A suggested procedure is one slash mark in the appropriate skill box for successful completion of the learning packet ⧅, a second slash mark for the successful completion of the testing ☒. The class record sheets may be used for at-a-glance observation of class activities. There is space for student names down the left margin, and the skills go across the top. The same slash mark process is appropriate for these record sheets, since the name and skills columns provide a grid of boxes for the entire class.

D. The Teacher

While the Matteson 4-D Reading Project has been developed as a highly individualized program with highly individualized and comprehensive materials, it is up to the classroom teacher to see to it that it is administered in a meaningful, effective, and interesting manner. A wealth of materials are provided for all students at all levels in intermediate and junior high reading classes. Yet, it is the classroom teacher who is best able to choose which particular materials within one readability level would be most interesting, relevant, and useful to a particular student in his class. The teaching strategy should vary according to the needs of the students, the materials used, and the teacher, for individualization must consider all of these aspects.

Individualized work on the reading skills is not meant to be the complete reading program. It is to be used approximately 40% of the time that students

spend in reading activities. Small group work and large group sessions are an integral part of reaching the goals of the reading program. The teacher may find it difficult to determine where the goals and activities of the Matteson 4-D Reading Project cease and where his other goals and activities in teaching reading begin. This is inevitable and essential, since the Matteson 4-D Reading Project is designed to fit into any reading program and to integrate its activities with other classroom activities in reading.

The teacher will find that the activities contained in the individualized learning packages are varied and lead to a variety of stimulating activities for bringing the entire class together. The activities include plays, story writing, games, puzzles, cooking, and many more. In many cases, students will want to spend much more time on these activities than is allotted by the teacher. The program is flexible enough that the solution to this issue can be handled however the individual teacher feels most comfortable.

Individual students will differ markedly in the quantity of learning activities they need to complete before one can assume mastery of a skill may have been accomplished. Again, it is up to the classroom teacher to determine which activities, and how many should be completed by the student if testing indicates that work in the skill is necessary at that level. This determination can often be made in the process of checking the student's work with him on previous learning package activities.

The Matteson 4-D Reading Project is designed to make it easier for the teacher to diagnose student weaknesses and prescribe appropriate learning activities. It is intended as the skills portion of a total reading program. The classroom teacher is still expected to conduct many of the activities in reading that have been going on prior to the adoption of this program. Activities such as free reading, sustained silent reading, reading to the class, book conferences, films,

etc., should still take place. The purpose of this program is to tie the activities in skill-building together in a more meaningful and systematic way so that the students and teachers can have a common understanding of what is to be learned and taught, and so that the process of skill-building can be more enjoyable and relevant for all students.

Section 2

Technical Materials

A. Reading Expectancy

Reading Expectancy is calculated for the Matteson 4-Dimensional Reading Project using a variation of the Bond and Tinker formula.

$$\text{Reading Expectancy} = \frac{\text{Current IQ} \times \text{age}}{100} - 5$$

EXAMPLES:

Child A; age 5, IQ 100, has expectancy

$$\frac{100 \times 5}{100} - 5 = 0$$

Child B; age 8.5, IQ 110, has expectancy

$$\frac{110 \times 8.5}{100} - 5 = 4.35$$

Child C; age 10, IQ 95, has expectancy

$$\frac{95 \times 10}{100} - 5 = 4.5$$

References

Bond, Guy L. and Tinker, Miles A. Reading Difficulties: Their Diagnosis and Correction, 2nd ed. New York: Appleton-Century-Crofts, 1967, pages 91-95.

Harris, Albert J. How to Increase Reading Ability, 5th ed. New York: David McKay Company, 1970, pages 299-302.

B. Matteson 4-D Reading Skills Scope and Sequence

A Behavioral Objective-Based Skills Program
Individualized Reading: Grades 4-8

A critical part of any reading or language arts program is the teaching of the skills underlying the reading process. Without the basic skills of word discrimination, vocabulary development, and comprehension, it is virtually impossible for a student to attack new material on the printed page with success. Quoting from two noted reading authorities, Spache and Spache, (1973):

> The reader directs his attention to the printed page with his mind intent on meaning. He reacts to each word with a group of mental associations regarding the word form, its meaning, and its sound. With the aid of these associations, he discriminates this word from all others, also using clues of general configuration, distinctive characteristics of the shape, some of the letters or syllables, and the implications of the sense or pattern of the sentence. Thus the process begins with word recognition.
>
> As the meanings of successive words become clear, they are fused into thoughts or ideas. This implies that the reader holds in mind the meanings of the first words of the sentence as he reads those that follow. Similarly, the more mature reader retains the ideas of successive sentences, modifying gradually the total impression (main idea) as he reads through a paragraph or longer passage.

The attached set of behavioral objectives was developed by the Title III, E.S.E.A. staff, Matteson School District 162, in cooperation with all reading teachers in the District. The objectives represent the consensus of what reading teachers in School District 162 feel should be taught in the area of skills development.

It is necessary to note several important facts concerning the skills program.

1. Skills development is only a <u>part</u> of the total reading program and should occupy 1/5 to 1/4 of in-class reading time. A natural division would

be spending one or two class periods a week on skills development.

2. All students need work in skills development. Whether a student is reading at grade level, below, or above grade level, he should be doing work in relevant skills. A skill that is relevant is one which is at the level of the student's reading ability--not one at his chronological grade level.

3. Not every skill is taught at every level. On the attached list of skills, the reader can note numbers below each skill objective. These numbers delineate the levels at which the skill should be taught. For example: (1-4) means teach the skill at levels 1, 2, 3, and 4. Since this skills program is for grades 4-8, the following chart relates skill level to grade level of achievement.

Skills Level	Achievement Grade Level
1	0.0 - 3.9
2	4.0 - 4.9
3	5.0 - 5.9
4	6.0 - 6.9
5	7.0 - 7.9
6	8.0 - 8.9
7	9.0 - 9.9
8	10.0 - +

4. Putting (2) and (3) together, a child who is in the fifth grade, but who has a reading achievement of 8.3, should be working in level 6 skills. A child who is in sixth grade with a reading achievement of 4.5 should be working in level 2 skills. This system allows for a chronological continuity of skills work from level to level, which, in addition, allows the child to proceed at his own rate. Those students who advance quickly, may also advance quickly through the skills. Those who advance more slowly, correspondingly may spend more than a school year at a particular level in the skills program.

5. With the use of individualization tools such as Individualized

Learning Packages and Criterion-Referenced Tests at each skill level, it is possible to group students for the teaching of the skill, yet still give individual assignments and do individual testing by achievement level. The record keeping then becomes a matter of logging the completion of learning packages and criterion tests.

The following set of behavioral objectives comprise the skills program. For each skill, Individualized Learning Packages are available by level, Criterion-Referenced Tests by level will be available soon. It is felt by the authors that these materials together provide the basis for a program of individualized reading.

SKILL OBJECTIVES

WORD RECOGNITION: The student will demonstrate the ability to pronounce an unfamiliar word through the use of word discrimination, phonetic analysis, and/or structural analysis at his expected skill level.

Word Discrimination: (1-2) Given a list of 44 Dolch sight words, the student will pronounce correctly the words. Given two words of somewhat similar spelling, the student will identify correctly the word to be used in a given sentence.

Phonetic Analysis: (1-8) Given a list of words possibly containing an unfamiliar or unknown word, the student will use correctly phonetic analysis to pronounce the unfamiliar and/or unknown word.

Consonants: (1-2) Given a list of words, the student will identify correctly the sound symbols of the consonants.

Consonant blends: (1-2) Given a list of words containing consonant blends, the student will identify correctly the sound symbols of the consonant blends.

Consonant digraphs: (1-2) Given a list of words containing consonant digraphs, the student will identify correctly the sound symbols of the consonant digraphs.

Vowels: (1-2) Given a list of words, the student will identify correctly the sound symbols of the vowels.

Vowel digraphs: (1-2) Given a list of words containing vowel digraphs, the student will identify correctly the sound symbols of the vowel digraphs.

Diphthongs: (1-2) Given a list of words containing diphthongs, the student will identify correctly the sound symbols of the diphthongs.

Syllabication: (1-3) Given a list of multisyllabic words, the student will identify correctly the syllables.

Patterns of accent: (1-8) Given a list of multisyllabic words, the student will identify correctly the syllable that is accented.

Structural Analysis: (1-8) Given a list of words, the student will use correctly structural analysis to identify an unfamiliar and/or unknown word.

Compounds: (1-2) Given a list of compound words, the student will identify correctly the words used in the compounded form.

Inflections: (1-2) Given a list of inflected words, the student will identify correctly the root and ending.

WORD RECOGNITION (Cont.)

Roots and affixes: (1-8) Given a list of words containing roots and affixes, the student will identify correctly the roots and affixes.

VOCABULARY DEVELOPMENT: The student will demonstrate the ability to understand an extensive and accurate vocabulary at his expected skill level.

Context Clues: (1-8) Given a sentence possibly containing an unfamiliar or unknown word, the student will use the context of the sentence to determine and state the meaning of the word.

Synonyms: (1-8) Given a word which has a synonym, the student will identify an appropriate synonym.

Antonyms: (1-6) Given a word which has an antonym, the student will identify an appropriate antonym.

Homonyms: (1-5) Given a sentence with a missing word, the student will identify an appropriate homonym to fit the context.

Homographs: (1-4) Given a sentence with a missing word, the student will identify an appropriate homograph to fit the context.

Heteronyms: (1-4) Given a sentence with a heteronym, the student will identify correctly, from the context, the syllable that is accented.

Compounds: (1-3) Given a list of words and meanings, the student will identify correctly the meaning of a compound word.

Dictionary and Glossary: (2-8) Given an unfamiliar or unknown word in a sentence, the student will identify correctly the meaning of the word as it is used in the sentence.

Roots and Affixes: (2-8) Given words containing a root word and affixes, the student will identify correctly the meaning of the root and/or affix.

Effective Word Choice: (2-8) Given a written selection, the student will identify correctly more appropriate words that fit the context of the passage to replace inappropriate or redundant words

LITERAL COMPREHENSION: The student will demonstrate the ability to comprehend the literal meaning of written materials at his expected skill level.

Details: (1-6) Given a written selection and a list of questions and answers, the student will identify correctly the answers to questions concerning details of the selection.

LITERAL COMPREHENSION (Cont.)

Main Idea: (1-8) Given a written selection, the student will identify correctly the main idea.

Subordinate Ideas: (2-8) Given a written selection, the student will identify subordinate ideas of the main idea of the selection.

Phrase and Sentence Meaning: (1-4) Given a phrase or sentence, the student will identify correctly the meaning.

Sequence: (1-6) Given a list of phrases dealing with a time sequence, the student will identify correctly the chronological order of the phrases.

Structure: Given a written selection, the student will identify correctly the various elements of English structure in the selection.

Punctuation and capitalization: (1-8) Given a written selection, the student will identify correctly punctuation and/or capitalization of the selection.

Antecedents: (1-3) Given a written selection containing pronouns, the student will identify correctly the nouns to which the pronouns refer.

Construction: (2-6) Given a written selection, the student will identify correctly the grammatical elements of structure of the selection.

INTERPRETATIVE COMPREHENSION: The student will demonstrate the ability to interpret the author's affective purposes at his expected skill level.

Sensory Imagery: (2-8) Given a written selection, the student will identify correctly the classification of the words or phrases that appeal to the five senses (sight, smell, taste, touch, hearing) which appear in the selection.

Figurative Language: (1-8) Given a written selection, the student will identify correctly any language which deviates from literal language in the selection.

Simile: (2-8) Given a written selection, either poetry or prose, the student will identify appropriate examples of a simile in the selection.

Metaphor: (2-8) Given a written selection, either poetry or prose, the student will identify appropriate examples of a metaphor in the selection.

Idioms: (2-8) Given a group of idioms, the student will identify correctly their literal meanings.

INTERPRETATIVE COMPREHENSION (Cont.)

Hyperbole: (2-8) — Given a written selection, the student will identify correctly the exaggerated statements in the selection.

Personification: (4-8) — Given a written selection, the student will identify correctly examples of personification in the selection.

Onomatopoeia: (4-8) — Given a written selection, the student will identify correctly the words in the selection that echo or are an imitation of natural sounds.

Alliteration: (4-8) — Given a written selection, the student will identify correctly those words that demonstrate alliteration in the selection.

Inference: (1-8) — Given a written selection, the student will identify correctly the answers to related questions whose answers are implied in the selection, but not literally stated.

Conclusion Drawing: (1-8) — Given a written selection, the student will identify correctly the appropriate conclusion based on facts contained in the selection.

Fact, Fiction, and Opinion: (1-8) — Given a selection of factual, opinionative, and/or fictional (fantasy) statements, the student will classify correctly each one.

Relationships: — Given a written selection, the student will identify correctly the relationship between events, characters, place, and/or patterns in the selection.

Cause and effect: (2-8) — Given a written selection that demonstrates cause and/or effect, the student will identify correctly the cause and effect relationship.

Time and place: (2-5) — Given a written selection, the student will identify correctly the time order of the action or the activities in relationship to one place.

Classifying: (2-8) — Given a written selection, the student will correctly name the classification and/or name the items in a classification contained in the selection.

Reasoning: — Given a written selection, the student will identify correctly the arguments in the selection which result in his conclusion.

Compare and contrast: (2-8) — Given a written selection, the student will identify correctly the comparisons and/or contrasting elements in the selection.

INTERPRETATIVE COMPREHENSION (Cont.)

Analogy: (2-8) — Given a pair of words that are analogous, the student will identify correctly another pair of words that are related in the same way.

Evaluating: (3-8) — Given a written selection, the student will correctly evaluate the worth or quality of informational elements in the selection.

Oral Interpretation: — Given a written selection or oral presentation, the student will interpret the selection orally.

Reading: (1-8) — Given a written selection, the student will read the selection orally using appropriate interpretations.

Discussion: (1-8) — Given a selection to read silently, the student will participate in a group discussion concerning the selection.

Dramatization: (1-8) — Given a written selection, the student will appropriately dramatize ideas and emotions of the characters in the selection.

ANALYTICAL COMPREHENSION: The student will demonstrate the ability to read analytically at his expected skill level.

Elements of Literature: Given a written selection, the student will identify and explain the elements of literature in the selection.

Characterization (1): (4-8) Given a written selection, the student will identify correctly the techniques the author used to reveal the personality and character of a fictional person.

Characterization (2): (1-8) Given a written selection, the student will identify correctly the traits and/or the feelings of one of the characters in the selection.

Plot: (3-8) — Given a written selection, the student will identify correctly the pattern of incidents which develop the plot of the selection.

Setting: (2-8) — Given a written selection, the student will identify correctly the setting of the selection.

Point of view: (3-8) — Given a written selection, the student will identify correctly the author's and/or a character's point of view.

Theme: (4-8) — Given a written selection, the student will identify correctly the central theme of the selection.

ANALYTICAL COMPREHENSION (Cont.)

Mood and tone: (4-8)	Given a written selection, the student will identify and explain the tone and/or mood of the selection.
Conflict: (5-8)	Given a written selection containing conflict, the student will identify correctly the conflict.
Foreshadowing: (5-8)	Given a written selection containing foreshadowing, the student will identify correctly examples of foreshadowing.
Flashback: (5-8)	Given a written selection containing flashback, the student will identify correctly examples of flashback.
Style: (4-8)	Given a written selection, the student will identify correctly the style of the selection.
Author's purpose: (2-8)	Given a written selection, the student will identify correctly the author's purpose.
Humor: (4-8)	Given a written selection, the student will identify correctly examples of humor in the selection.
Irony and satire: (4-8)	Given a written selection, the student will identify correctly examples of irony or satire in the selection.
Symbolism: (5-8)	Given a written selection containing symbolism, the student will identify correctly examples of symbolism.
Rhyme: (2-8)	Given several lines of poetry, the student will identify correctly examples of rhyme in the poetry.
Rhythm: (5-8)	Given a poem, the student will identify correctly the rhythm of the poem.
Literary Types:	Given selections written in different literary forms, the student will identify correctly the different types of literature.
Short story: (2-8)	Given selections written in different literary forms, the student will identify correctly a short story.
Fantasy: (2-8)	Given selections written in different literary forms, the student will identify correctly a fantasy.
Article: (5-8)	Given selections written in different literary forms, the student will identify correctly an article.
Essay: (5-8)	Given selections written in different literary forms, the student will identify correctly an essay.
Novel: (4-8)	Given selections written in different literary forms, the student will identify correctly a novel.

ANALYTICAL COMPREHENSION (cont.)

Biography: (4-8)	Given selections written in different literary forms, the student will identify correctly a biography.
Drama: (2-8)	Given selections written in different literary forms, the student will identify correctly elements of a play.
Poetry: (1-8)	Given selections written in different literary forms, the student will identify correctly elements of a poem.
Forms of Language: (2-8)	Given sentences and passages, the student will classify correctly each as colloquial, uneducated, dialectical, informal, or formal expression.

STUDY SKILLS: The student will demonstrate the ability to use the appropriate study skills at his expected skill level.

Following Directions: (1-6)	Given a set of directions, the student will identify correctly the sequential steps and/or will perform the directions in sequential steps.
Organization:	Given a written selection, the student will correctly summarize, take notes, or outline it.
Summarizing: (1-8)	Given a written selection, the student will identify correctly the summary of its main ideas.
Note taking: (4-8)	Given a written selection and/or a subject, the student will write a set of short notes relating to the subject.
Outlining: (2-6)	Given a written selection, the student will outline its essential elements.
Use of Dictionary: (1-4)	Given a dictionary or replica, the student will demonstrate the ability to use correctly the information contained in it.
Alphabetizing: (1-4)	Given a random list of words, the student will identify correctly the alphabetical order.
Guide words: (1-3)	Given entry words and guide words, the student will identify correctly which entry words would be found in a dictionary between the guide words.
Phonetic spelling: (2-4)	Given a word and several phonetic spellings of words, the student will identify correctly the phonetic spelling of the given word.
Word origin: (3-8)	Given a word and a dictionary or replica, the student will identify correctly its origin by using the dictionary.

STUDY SKILLS (Cont.)

Additional information: (4-5) Given a dictionary or replica and a set of related questions, the student will find the answers to the questions by using the dictionary.

Reference Materials: Given a topic, the student will identify the correct reference source and locate the topic.

Table of contents: (2-3) Given a topic and a table of contents, the student will identify correctly the chapter containing information on this topic.

Index: (2-4) Given an index and a topic, the student will identify correctly the page on which the topic is located.

Encyclopedia: (2-4) Given a set of encyclopedias or replica and a topic, the student will identify correctly the encyclopedia volume to be used to locate information on the topic.

Shelf organization: (3-5) Given a list of books, the student will identify the correct order of fiction and non-fiction books.

Card catalog: (3-5) Given any topic, list of authors' names, or book titles, the student will identify the correct order in which they would be found in a card catalog.

Atlases: (3-5) Given an atlas and a set of related questions, the student will identify correctly the answers to the questions by using the atlas.

Bibliography: (4-6) Given a topic and reference books, the student will write correctly a bibliography for the topic using several reference books.

Readers' Guide to Periodical Literature: (5-6) Given a topic and the Readers' Guide to Periodical Literature or a replica, the student will identify the correct sources of information for the topic.

Illustrative Materials: Given illustrative material and a set of related questions, the student will identify correctly the answers to the questions.

Cartoon, picture, photograph: (1-8) Given a cartoon, picture, or photograph, the student will write his interpretation.

Map: (2-6) Given a map and a set of related questions, the student will identify correctly the answers to the questions by using the map.

Symbols: (2-4) Given symbols and a set of related questions, the student will identify correctly the answers to the questions by interpreting the symbols.

STUDY SKILLS (Cont.)

Graphs, diagrams, tables, charts (2-6): Given a graph, diagram, table or chart and a list of related questions, the student will identify correctly the answers to the questions by interpreting the graph.

Time line (2-6): Given a time line and a set of related questions, the student will identify correctly the answers to the questions by using the time line.

Reading Techniques: Given a written selection, the student will choose the appropriate reading technique for the selection.

Newspaper (3-6): Given a daily newspaper or replica and a set of related questions, the student will identify correctly the answers to the questions by finding the information in the newspaper.

Skimming (2-6): Given a written selection and specific information to find, the student will skim the material and correctly find the information.

Memorization (4-6): Given a written selection, the student will recite it correctly from memory.

ENRICHED READING: The student will demonstrate the ability to read for enjoyment and self-motivated study in depth at his expected skill level.

Enjoyment (1-8): Given a selection of reading materials, the student will select and read a variety of types of literature for enjoyment.

Self-motivated Study in Depth (2-8): Given a selection of reading materials, the student will select appropriate materials to study a topic in which he has an interest.

COMPOSITION: The student will demonstrate the ability to write a composition at his expected skill level.

Sentences and Phrases (1-6): Given a topic or idea, the student will correctly write a sentence about the idea or topic.

Paragraph (2-8): Given a subject, the student will write a paragraph by organizing sentences to develop a topic.

Essay (5-8): Given a subject, the student will write an essay by organizing paragraphs to develop the topic.

Short Story (2-8): Given a subject, the student will write a short story on the subject.

Poetry (2-8): Given a subject, the student will write a poem about the subject.

Report (3-6): Given a subject, the student will write a report about the subject.

REFERENCES

Spache, George D. and Spache, Evelyn B. "Reading as Skill Development" Reading in the Elementary School, Third Edition (1973), 4-5.

C. Matteson 4-D Reading Levels and Grade Equivalents

Level	Grade Equivalent	Color Code
1A	Late primary	white
1	0.0 - 3.9	buff
2	4.0 - 4.9	yellow
3	5.0 - 5.9	salmon
4	6.0 - 6.9	green
5	7.0 - 7.9	pink
6	8.0 - 8.9	blue
7	9.0 - 9.9	yellow
8	10.0 - 10.9	salmon

D. Readability Formulas

BORMUTH READABILITY FORMULA

1. Choose a passage at random in the text.
2. Starting at the beginning of a paragraph, count out at least 250 words--stopping at the end of the sentence containing the 250th word. You will now have 250 (plus) words.
3. Write down the number of words.
4. Count the number of sentences in the 250 (plus) word passage.
5. Count the number of letters in this passage.
6. Divide the number of letters by the number of words in the passage. (letters per word)
7. Divide the number of letters by the number of sentences in the passage. (letters per sentence)
8. Use the two numbers found in 6 and 7 to find the readability level of the text in the accompanying table.
9. 35% = frustration level
   45% = instructional level
   55% = independent level
10. Repeat this process with several sample passages. Usually two or three passages give a good idea. If there is too much difference in the results, do two or three more.

Reference

Bormuth, John R. Reading Literacy: Its Definition and Measurement. Chicago: The University of Chicago, 1970.

TABLE

Difficulties of Passages in Terms of Grade-Placement Scores for Various Combinations of Word Length and Sentence Length

Letters per Word	Letters per Sentence										
	20	42	64	86	108	130	152	174	196	218	240
Criterion Score = 35%											
3.4	5.3	5.8	6.5	7.0	7.3	7.6	7.8	7.6	7.3	6.9	6.5
3.6	5.6	6.1	6.8	7.3	7.7	8.1	8.1	7.9	7.6	7.3	6.8
3.9	5.9	6.5	7.2	7.8	8.1	8.4	8.4	8.3	8.1	7.7	7.1
4.1	6.2	6.8	7.5	8.1	8.4	8.7	8.7	8.7	8.4	8.1	7.5
4.4	6.5	7.2	7.9	8.5	8.7	9.0	9.0	9.0	8.7	8.4	7.8
4.6	6.8	7.5	8.2	8.7	9.0	9.3	9.3	9.3	9.0	8.7	8.2
4.8	7.1	7.9	8.5	9.1	9.3	9.6	9.6	9.6	9.3	9.0	8.5
5.1	7.4	8.2	8.8	9.3	9.6	9.9	9.9	9.9	9.6	9.3	8.8
5.3	7.8	8.6	9.2	9.6	9.9	10.2	10.3	10.1	9.9	9.6	9.1
5.6	8.2	8.9	9.5	9.9	10.2	10.5	10.5	10.3	10.2	9.8	9.4
5.8	8.5	9.2	9.8	10.1	10.5	10.6	10.6	10.5	10.4	10.1	9.7
Criterion Score = 45%											
3.4	6.8	7.4	8.0	8.3	8.7	8.8	8.9	8.8	8.6	8.2	7.8
3.6	7.1	7.7	8.2	8.6	9.0	9.1	9.2	9.1	8.9	8.5	8.1
3.9	7.3	8.0	8.5	8.9	9.3	9.4	9.5	9.4	9.2	8.8	8.4
4.1	7.6	8.2	8.7	9.2	9.6	9.7	9.8	9.7	9.5	9.1	8.7
4.4	7.8	8.5	9.0	9.5	9.9	10.0	10.1	10.0	9.8	9.4	9.0
4.6	8.1	8.7	9.3	9.8	10.2	10.3	10.4	10.3	10.1	9.7	9.3
4.8	8.3	9.0	9.6	10.1	10.5	10.6	10.7	10.6	10.4	10.0	9.6
5.1	8.6	9.3	9.9	10.4	10.8	10.9	11.0	10.9	10.7	10.3	9.9
5.3	8.9	9.6	10.2	10.7	11.1	11.2	11.3	11.2	11.0	10.6	10.2
5.6	9.1	9.9	10.5	11.0	11.4	11.5	11.7	11.5	11.3	10.9	10.5
5.8	9.4	10.2	10.8	11.3	11.8	11.8	12.0	11.8	11.7	11.2	10.8
Criterion Score = 55%											
3.4	8.3	8.8	9.2	9.6	9.8	9.9	10.0	9.9	9.8	9.5	9.1
3.6	8.5	9.0	9.4	9.8	10.1	10.2	10.3	10.2	10.0	9.8	9.4
3.9	8.7	9.2	9.7	10.1	10.4	10.5	10.6	10.5	10.3	10.0	9.6
4.1	8.9	9.4	9.9	10.3	10.7	10.8	10.9	10.8	10.6	10.3	9.9
4.4	9.1	9.7	10.2	10.6	11.0	11.1	11.2	11.1	10.8	10.5	10.1
4.6	9.3	9.9	10.4	10.8	11.3	11.4	11.5	11.4	11.1	10.8	10.4
4.8	9.5	10.2	10.7	11.1	11.6	11.7	11.8	11.7	11.4	11.1	10.6
5.1	9.8	10.4	10.9	11.4	11.9	12.0	12.1	12.0	11.7	11.4	10.9
5.3	10.1	10.7	11.3	11.7	12.2	12.3	12.4	12.3	12.0	11.7	11.2
5.6	10.3	10.9	11.6	12.0	12.5	12.6	12.7	12.7	12.3	12.0	11.5
5.8	10.6	11.3	11.9	12.3	12.8	13.0	13.0	13.0	12.7	12.3	11.8

Grade levels based on Stanford Diagnostic Reading Test

INTERMEDIATE BOOK LIST

	TITLE	PUBLISHER	COPYRIGHT	GRADE LEVEL	GRADE by CLOZE LEVEL
*	Action Unit	Scholastic		2-4	
+	Actors to Astronauts	Harper & Row	1965	5	7
	Adventure Stories 2	Houghton Mifflin Company	1973		6
	Adventures Here and There	American Book	1963	5	6
	Adventures Now and Then	American Book	1963	6	7
+	All Sorts of Things	Ginn & Company	1970	3-2	
	American Adventure	American Book	1963	4	6
*	At Your Own Risk	Holt, Rinehart, Winston		7	
*	Baffle	Lyons and Carnahan		5	
	Barking Cat and Other Stories (The)	Lyons and Carnahan	1966	3	
+	Be A Better Reader A	Prentice-Hall, Inc.	1968	4	7
+	Be A Better Reader B	Prentice-Hall, Inc.	1968	5	7
+	Be A Better Reader C	Prentice-Hall, Inc.	1968	6	7
	Better Than Gold	Lyons and Carnahan	1966	3-2	
	Bible Story for Boys and Girls (The)	Great Books	1952		6
*	Bingobang	Lyons and Carnahan		1-3	
*	Blends Race	Lyons and Carnahan		1-3	
+	Bold Journeys (Book)	Macmillan Company	1967	5	7
	Bold Journeys (Workbook)	Macmillan Company	1966	5	9
	Bright Peaks (Book)	Houghton Mifflin Company	1966	6	6
	Bright Peaks (Workbook)	Houghton Mifflin Company	1966	6	7
*	Cagey	Lyons and Carnahan		5	
*	Capture	Lyons and Carnahan		3	
+	Cavalcades	Scott, Foresman & Company	1965	6	7
*	Centaurus 1	Educational Progress Corporation			
*	Choose and Check - 5	Scott, Foresman & Company		2.1	
*	Choose and Check - 6	Scott, Foresman & Company		2.1	
*	Choose and Check - 7	Scott, Foresman & Company		2.2	
*	Choose and Check - 8	Scott, Foresman & Company		2.2	
+	Codes to Captains	Harper & Row	1964	4	6
+	Coins to Kings	Harper & Row	1964	6	7
*	Columbus	Educational Progress Corporation			
*	Criss Cross	Lyons and Carnahan		4	
*	Cross Country	Lyons and Carnahan		4	
*	Cross Over	Lyons and Carnahan		3	
+	Crossroads	Harper & Row	1966	5	8

	Days and Deeds	Scott, Foresman & Company	1951		6
	Departures (The Drinking Gourd)	Harper & Row	1972		6
	Departures (The Iron Giant)	Harper & Row	1972		6
	Departures (Oscar Lobster's Fair Exchange)	Harper & Row	1972		6
	Departures (That Bad Carlos)	Harper & Row	1972		6
	Departures (They Were Brave and Bold)	Harper & Row	1972		6
	Departures (The Tiger, Its Life In The Wild)	Harper & Row	1972		6
*	Digraph Hopscotch	Lyons and Carnahan		1-3	
*	Digraph Whirl	Lyons and Carnahan		1-3	
*	Discoveries 1	Houghton Mifflin Company		4	
*	Discoveries 2	Houghton Mifflin Company		4	
*	Discoveries 3	Houghton Mifflin Company		5	
*	Discoveries 4	Houghton Mifflin Company		5	
*	Discoveries 5	Houghton Mifflin Company		6	
*	Discoveries 6	Houghton Mifflin Company		6	
	Dog Next Door	Ginn & Company	1969	3	
	Drinking Gourd (Departures)	Harper & Row	1972		6
	Fiesta	Houghton Mifflin Company	1971	3	
*	Full House	Lyons and Carnahan		1-3	
+	Galaxies	Houghton Mifflin Company	1971	6	6
*	Harriet Tubman	Educational Progress Corporation			
	High and Wide	American Book	1971	3	
+	High Roads	Houghton Mifflin Company	1966	4	7
	How It Is Nowadays	Ginn & Company	1969	3	
*	How Much Land Does A Man Need?	Educational Progress Corporation			
*	Hungry Smeed	Educational Progress Corporation			
	Ideas and Images	American Book	1971	3	
+	Images	Houghton Mifflin Company	1971	4	7
*	Indian Expert (The)	Educational Progress Corporation			
+	Into New Worlds	Macmillan Company	1966	6	8
	Iron Giant (Departures)	Harper & Row	1972		6
*	Joey	Educational Progress Corporation			
+	Joys and Journeys	American Book	1971	4	7
+	Kaleidoscope	Houghton Mifflin Company	1971	4	6
*	Kingdom in the Air	Educational Progress Corporation			
+	Kings and Things	American Book	1971	5	6

*	Language Arts - Series 400	Educational Progress Corporation		2-6	
*	Language Arts - Series 500	Educational Progress Corporation		3-7	
*	Language Arts - Series 600	Educational Progress Corporation		3-7	
*	Language Arts - Series 700	Educational Progress Corporation		5-8	
*	Language Arts - Series 800	Educational Progress Corporation		6-8	
*	Launch	Random House			
+	Launchings and Landings	American Book	1971	6	7
	Lippincott's Basic Reading J	J.B. Lippincott Company	1971	5	8
	Lippincott's Basic Reading K	J.B. Lippincott Company	1971	6	8
	Lippincott's Basic Reading L	J.B. Lippincott Company	1971	7	7
	Lippincott's Basic Reading M	J.B. Lippincott Company	1971	8	7
*	Listen	Lyons and Carnahan		4	
*	Listening Progress Laboratory	Educational Progress Corporation		7-9	
	Macmillan Reading Spectrum	Macmillan Company	1964	3	
	Macmillan Reading Spectrum	Macmillan Company	1964	4	6
	Macmillan Reading Spectrum	Macmillan Company	1964	5	7
	Macmillan Reading Spectrum	Macmillan Company	1964	6	7
	Macmillan Reading Specturm	Macmillan Company	1964	7	7
	Magic Word (The)	Macmillan Company	1967	4	7
*	Match	Lyons and Carnahan		5	
	Meadow Green	D.C. Heath and Company		3	
*	Mowgli Grows Up	Educational Progress Corporation			
*	Mice Twice	Lyons and Carnahan		3	
	Mysterious Wisteria	Economy Company	1972		6
	New Adventures in Reading	Steck-Vaughn Company	1966	6	7
	New Avenues in Reading	Steck-Vaughn Company	1966	4	6
*	New Ghost from an Old Story	Educational Progress Corporation			
	New Journeys in Reading	Steck-Vaughn Company	1966	5	6
+	New Phonics We Use D	Lyons and Carnahan	1972	3	
+	New Phonics We Use E	Lyons and Carnahan	1972	4	
+	New Phonics We Use F	Lyons and Carnahan	1972	5	
+	New Phonics We Use G	Lyons and Carnahan	1972	6	
	New Practice Reader C	Webster/McGraw-Hill	1962	4	7
	New Practice Reader D	Webster/McGraw-Hill	1962	5	7
	New Practice Reader E	Webster/McGraw-Hill	1962	6	8
	New Practice Reader F	Webster/McGraw-Hill	1962	7	8
	New Practice Reader G	Webster/McGraw-Hill	1962	8	8-9
*	No Nonsense	Lyons and Carnahan		4	

*	Old Itch	Lyons and Carnahan		1-3	
+	On the Edge	Ginn & Company	1970	5	6
*	One-to-One	Prentice-Hall, Inc.		4-8	
*	One-to-One, Junior	Prentice-Hall, Inc.		K-4	
+	Open Highways 4	Scott, Foresman & Company	1965	3	
	Open Highways 5	Scott, Foresman & Company	1966	4	6
	Open Highways 6	Scott, Foresman & Company	1966	5	7
	Oscar Lobster's Fair Exchange (Departures)	Harper & Row	1972		6
	Panorama	Houghton Mifflin Company	197;	3	
	Peacock Lane	D.C. Heath & Company		4	6
	People and Progress	Scott, Foresman & Company	1947	8	7-8
	Phonics We Use E	Lyons and Carnahan	1964	4	
	Phonics We Use F	Lyons and Carnahan	1964	5	
	Phonics We Use G	Lyons and Carnahan	1966	6	
	Pied Piper of Hamelin (The)	Great Books			
*	Pilot Library IIa	Science Research Associates		4	
*	Pilot Library IIb	Science Research Associates		5	
*	Pilot Library IIc	Science Research Associates		6-7	
*	Pilot Library IIIb	Science Research Associates		8-9	
*	Plus Ten - Level A	Webster/McGraw-Hill		4	
	Programmed Reading Book 14	Webster/McGraw-Hill	1968		6
	Programmed Reading Book 15	Webster/McGraw-Hill	1968		6
	Programmed Reading Book 16	Webster/McGraw-Hill	1965		6
	Programmed Reading Book 17	Webster/McGraw-Hill	1965		6
	Programmed Reading Book 18	Webster/McGraw-Hill	1965		6
	Programmed Reading Book 19	Webster/McGraw-Hill	1965		6
	Programmed Reading Book 20	Webster/McGraw-Hill	1965		7
	Programmed Reading Book 21	Webster/McGraw-Hill	1965		6
*	Question of Loyalty	Educational Progress Corporation			
	Rainbows	Houghton Mifflin Company	1971	3	
*	Reach	Random House			
*	Reaching Ahead	Scholastic	1970	5	
*	Reaching Beyond	Scholastic	1970	6	
*	Reaching Forward	Scholastic	1970	4	
*	Reaching Higher	Scholastic	1970	3	
	Reader's Digest - Part 2	Reader's Digest Services	1966	4	5
	Reader's Digest-New Reading Skill Builder - Part 2	Reader's Digest Services	1967	4	6
	Reader's Digest - Part 2	Reader's Digest Services	1966	5	6

	Reader's Digest-New Reading Skill Builder - Part 3	Reader's Digest Services	1971	4	6
	Reader's Digest-New Reading Skill Builder - Part 2	Reader's Digest Services	1968	5	7
	Reader's Digest-New Reading Skill Builder - Part 3	Reader's Digest Services	1971	5	7
	Reader's Digest-New Reading Skill Builder - Part 1	Reader's Digest Services	1968	6	6
	Reader's Digest-New Reading Skill Builder - Part 3	Reader's Digest Services	1971	6	7
	Reader's Digest - Part 2	Reader's Digest Services	1959	4	7
	Reader's Digest - Part 1	Reader's Digest Services	1959	5	6
	Reader's Digest - Part 1	Reader's Digest Services	1959	6	7
	Reading for Concepts E	McGraw-Hill Book Company	1970		7
	Reading for Concepts F	McGraw-Hill Book Company	1970		7
	Reading for Concepts G	McGraw-Hill Book Company	1970		7
	Reading for Concepts H	McGraw-Hill Book Company	1970		8
*	Reading Lab IIa	Science Research Associates		4	
*	Reading Lab 2b	Science Research Associates		5	
*	Reading Lab IIc	Science Research Associates		6	
	Reading Progress Book - Level 6	Educational Progress Corporation	1970	6	7
*	Reading Progress Lab 4	Educational Progress Corporation		4	
*	Reading Progress Lab 5	Educational Progress Corporation		5	
*	Reading Progress Lab 6	Educational Progress Corporation		6	
*	Reading Progress Lab 7	Educational Progress Corporation		7	
*	Reading Progress Lab 8	Educational Progress Corporation		8	
+	Reading Systems - 9	Scott, Foresman & Company	1971	3	
+	Reading Systems - 10	Scott, Foresman & Company	1971	3	
+	Reading Systems - 11	Scott, Foresman & Company	1971	3	
+	Reading Systems - 12	Scott, Foresman & Company	1972	3	
+	Reading Systems - 13	Scott, Foresman & Company	1972	4	
+	Reading Systems - 14	Scott, Foresman & Company	1972	4	
+	Reading Systems - 15	Scott, Foresman & Company	1972	4	6
+	Reading Systems - 16	Scott, Foresman & Company	1972	5	6
+	Reading Systmes - 17	Scott, Foresman & Company	1972	5	
+	Reading Systems - 18	Scott, Foresman & Company	1972	5	
+	Reading Systems - 19	Scott, Foresman & Company	1972	6	6
*	Red Line/Blue Line	EMC			
	Red Midnight	D.C. Heath	1971		6

*	Rescue on Stoneledge Point	Educational Progress Corporation			
	Rewards	Houghton Mifflin Company	1971	3	
	Roads to Everywhere	Ginn & Company	1966	4	6
*	Search	Random House			
+	Seven Seas	Harper & Row	1966	6	7
*	Seven-Up and Down	Lyons and Carnahan		4	
*	Ship Shape	Lyons and Carnahan		3	
	Silver Web	D.C. Heath and Company	1968	5	6
	Skills for School Reading A	Harcourt Brace Jovanovich	1970	4	7
	Skills for School Reading B	Harcourt Brace Jovanovich	1970	5	7
	Skills for School Reading C	Harcourt Brace Jovanovich	1971	6	8
*	Skilpacers - Blue	Random House		5	
*	Skilpacers - Green	Random House		6	
*	Skilpacers - Olive	Random House		8	
*	Skilpacers - Red	Random House		4	
*	Skilpacers - Tan	Random House		7	
*	Skilpacers - Yellow	Random House		3	
+	Sky Lines	Houghton Mifflin Company	1966	5	6
*	Simpleton (The)	Educational Progress Corporation			
*	Slow, the Weaver	Educational Progress Corporation			
	Sounds of a Yound Hunter	Holt, Rinehart and Winston	1967		6
*	Spell-O-Grams	Lyons and Carnahan		5	
*	Spin-A-Round	Lyons and Carnahan		1-3	
*	Spin Hard, Spin Soft	Lyons and Carnahan		1-3	
*	Splendor from Olympus	EMC			
*	Sports Close-Ups	EMC			
*	Start Smart	Lyons and Carnahan		3	
	Steps to Better Reading 1	Harcourt, Brace & World	1963	7	8
	Stories of the Gods and Heroes	Junior Great Books	1940		7
	Study Skills I	Allyn and Bacon	1970	2-4	
	Study Skills II	Allyn and Bacon	1970	2-4	
	Study Skills III	Allyn and Bacon	1970	2-4	
+	Sun That Warms (The)	Ginn & Company	1970	4	6
*	Syllable Count	Lyons and Carnahan		1-3	
*	Synchrotech IIa	Science Research Associates		4	
*	Synchrotech IIb	Science Research Associates		5	
*	Synchrotech IIc	Science Research Associates		6	
*	Snow White	Educational Progress Corporation			

	The Telltale Jacket	D.C. Heath and Company	1971		6
	That Bad Carlos (Departures)	Harper & Row	1972		6
	They Were Brave and Bold (Departures)	Harper & Row	1972		6
*	Thief (The)	Educational Progress Corporation			
	Three Green Men	Lyons and Carnahan	1966	4	6
	Tiger, Its Life in the Wild (Departures)	Harper & Row	1972		6
	Time for Friends	Holt, Rinehart and Winston	1973	3	
	Times and Places	Scott, Foresman & Company	1947		7
+	To Turn a Stone	Ginn & Company	1970	6	7
*	Toll Road	Lyons and Carnahan		5	
*	Tom Sawyer	Educational Progress Corporation			
	Trade Winds	Haper & Row	1966	4	6
	Treasure Gold	D.C. Heath and Company		6	6-7
*	Unknown Worlds	Holt, Rinehart and Winston		8	
+	Ventures	Scott, Foresman & Company	1965	4	7
*	Veri Tech Senior Vocabulary Set	ETAD			
	Visitor (The)	Educational Progress Corporation			
+	Vistas	Scott, Foresman & Company	1965	5	8
*	Vocabulary Development - Vol. A	Scott, Foresman & Company		7	
*	Vocabulary Development - Vol. B	Scott, Foresman & Company		8	
*	Vocabulary Development - Vol. I	Scott, Foresman & Company		9	
*	Vowel Dominoes	Lyons and Carnahan		1-3	
	Voyages in Reading	Bobbs-Merrill	1965	7	7
	Webster Dictionary	American Book Company	1964	4-6	
	Wide Horizons 5	Scott, Foresman & Company	1965		6-8
	With Skies and Wings	Ginn & Company	1969	3	
*	Wordpacers	Random House		4-6	
	Young America - 9	Lyons and Carnahan	1972	3	
	Young America - 10	Lyons and Carnahan	1972	3	
	Young America - 11	Lyons and Carnahan	1972	4	6
	Young America - 12	Lyons and Carnahan	1972	5	6-7
	Young America - 13	Lyons and Carnahan	1972	6	6-7
	Young America - 14	Lyons and Carnahan	1972	7	8
	Young America - 15	Lyons and Carnahan	1972	8	8

* Materials that may be requisitioned from the Title III office.

+ Materials used in Title III learning packages.

JUNIOR HIGH BOOK LIST

	TITLE	PUBLISHER	COPYRIGHT	GRADE LEVEL	GRADE by CLOZE LEVEL
	Across Five Aprils	Grosset & Dunlap	1964		7
*	Action Unit	Scholastic		2-4	
	Advanced Skills in Reading 1	Macmillan Company	1967		6
	Advanced Skills in Reading 2	Macmillan Company	1967		7
	Advanced Skills in Reading 3	Macmillan Company	1967		7
*	Adventure and Suspense	Scholastic		7-9	7
	Adventure Bound	Houghton Mifflin Company	1965	7	7
	Adventures Ahead	Harcourt Brace & World, Inc.	1962	5-7	6
	Adventures for Readers I	Harcourt Brace & World, Inc.	1963	7	7
	Adventures for Readers II	Harcourt Brace & World, Inc.	1963	8	8
	Adventures for You	Harcourt Brace & World, Inc.	1962	4-6	6
	Adventuring in the City	Globe Book Company	1968	4	5
	Anne Frank: The Diary of a Young Girl	Pocket Books			5
	At Your Own Risk	Holt, Rinehart and Winston, Inc.	1968	7	6
*	At Your Own Risk	Holt, Rinehart and Winston, Inc.		7	
*	Baffle	Lyons and Carnahan		5	
	Basic Dictionary Skills	Scott, Foresman & Company	1965	9	8
	Basic Reading Skills	Scott, Foresman & Company	1970	7-8	8
	Be A Better Reader A	Prentice-Hall, Inc.	1968	4	7
	Be A Better Reader B	Prentice-Hall, Inc.	1968	5	7
	Be A Better Reader C	Prentice-Hall, Inc.	1968	6	7
	Be A Better Reader I	Prentice-Hall, Inc.	1969	7	7
	Be A Better Reader II	Prentice-Hall, Inc.	1969	8	8
	Beowulf the Warrior	Scholastic Book Services	1954		7
	Boys Will Be Brutes	Assoc. Educ. Services Corp.	1967		6
*	Cagey	Lyons and Carnahan		5	
	Call of the Wild (The)	Simon & Schuster, Inc.	1903		6-7
	Canterbury Tales of Geoffrey Chaucer	Great Books	1961		6-7
	Challenge	Random House			
	Challenges	Scott, Foresman and Company	1967	8	8
	Cities	Holt, Rinehart & Winston, Inc.	1968	7	7
	Clue Magazine No. 1	Educational Progress Corporation	1972	3	
	Clue Magazine No. 2	Educational Progress Corporation	1972	3	
	Clue Magazine No. 3	Educational Progress Corporation	1972	4	6
*	Clues	Educational Progress Corporation		7-12	

	Conflict	Holt, Rinehart & Winston, Inc.	1969	8	7
	Counterpoint	Scott, Foremsna & Company	1967	8	8
*	Courage	Scholastic		7-9	7
	Creativity in Thinking and Writing	AEP	1971	7-12	6
*	Criss Cross	Lyons and Carnahan		4	
	Cross and the Switchblade (The)	Pyramid Book	1962		5
*	Cross Country	Lyons and Carnahan		4	
	Dandelion Wine	Bantam Pathfinder	1957		6
	Death Be Not Proud	Perennial Library, Harper & Row	1949		7
	Devil and Daniel Webster (The)	Assoc. Educ. Services Corp.	1967		6
	Diamond Necklace	Assoc. Educ. Services Corp.	1966		7
	Dimensions	Scott, Foresman & Company	1967	7	8
	Dimensions-Scope Reading Skills 2	Scholastic Magazines	1970	5	5
	Doorways to Discovery	Ginn and Company	1961	7	7
	Escape from Warsaw	Scholastic Book Services	1966	7	7
	Explore	Educational Guidelines Company	1968	3	
	Emil and the Detectives	Scholastic Book Services	1930		6
*	Family	Scholastic		7-9	8
	Fifth Chinese Daughter	Harper and Row	1945		7
	Fifty-Two Miles to Terror	Scholastic Book Services			5
	Five American Adventures	Harcourt, Brace & World, Inc.	1963	8	6
	Follow My Leader	Scholastic Book Services		5	6
	Four Famous Adventures	Harcourt, Brace & World, Inc.	1962	7	6
	Frill (The)	Assoc. Educ. Services Corp.	1967		8
	Gertrude the Governess	Assoc. Educ. Services Corp.	1967		7
	Gift of the Magi	Assoc. Edic. Services Corp.	1966		6
	Go, Team, Go!	Scholastic Book Services	1954	7	7
	Great Tales and Poems of Edgar Allan Poe	Washington Square Press			6
	Greek Myths and Legends	Macmillan Company	1967	7-8	8
	Guidebook to Better Reading	Economy Company	1968	3-4	5
	High Trails	Allyn and Bacon	1958	7	7
	History of the Short Story (The)	Assoc. Educ. Services Corp.	1968	9	9
	Horseman in the Sky	Perfection Company			8
	Hound of the Baskervilles (The)	A Signet Classic	1967		7
	I (Me)	Holt, Rinehart and Winston, Inc.	1971	9	7
	Illustrated Man (The)	Bantam Pathfinder	1951		5
	Imagination in Thinking and Writing	AEP	1970	7-12	7
	Incredible Journey (The)	Bantam Pathfinder	1961		7
	Inn of the Sixth Happiness (The)	Bantam Pathfinder	1958		6
	I've Got a Name	Holt, Rinehart and Winston, Inc.	1968	7	7

	Jinx Boat (The)	Educational Guidelines Company	1968	3
	Johnny Tremain	Dell Publishing Company	1943	6
	Journeys into America	Houghton Mifflin Company	1965	8
	Judge	Assoc. Educ. Services Corp.	1962	6
	Kon-Tiki	Pocket Books	1950	8
*	Language Arts - Series 700	Educational Progress Corporation		5-8
*	Language Arts - Series 800	Educational Progress Corporation		6-8
	Larger Than Life	Holt, Rinehart and Winston, Inc.	1968	7
*	Launch	Random House		5
	Light a Single Candle	Archway Paperback	1962	7
	Light in the Forest	Bantam Pathfinder	1953	6
*	Listen	Lyons and Carnahan		4
*	Listening Progress Laboratory	Educational Progress Corporation		7-9
	Macmillan Reading Spectrum	Macmillan Company	1964	3
	Macmillan Reading Spectrum	Macmillan Company	1964	4
	Macmillan Reading Spectrum	Macmillan Company	1964	5
	Macmillan Reading Spectrum	Macmillan Company	1964	6
	Macmillan Reading Spectrum	Macmillan Company	1964	7
	Macmillan Reading Spectrum	Macmillan Company	1964	7
	Man "In The Expository Mode" 1	McDougal, Littell & Company	1971	7
	Man "In The Expository Mode" 2	McDougal, Littell & Company	1971	8
	Man "In The Fictional Mode" 1	McDougal, Littell & Company	1971	7
	Man "In The Fictional Mode" 2	McDougal, Littell & Company	1971	8
	Markheim	The Perfection Form Company		5
*	Match	Lyons and Carnahan		6
	Milk Pitcher	Assoc. Educ. Services Corp.	1967	8
	Modest Proposal	The Perfection Company		6
	Most Dangerous Game (The)	Assoc. Educ. Services Corp.	1966	6
	Mystery Stories	Houghton Mifflin Company	1973	6
	New Phonics We Use D	Lyons and Carnahan	1972	3
	New Phonics We Use E	Lyons and Carnahan	1972	4
	New Phonics We Use F	Lyons and Carnahan	1972	5
	New Phonics We Use G	Lyons and Carnahan	1972	6
*	No Nonsense	Lyons and Carnahan		4
	Nobody-But-Yourself	Hotl, Rinehart and Winston, Inc.	1972	7
	Occurrence at Owl Creek Bridge	Assoc. Educ. Services Corp.	1967	8
	Old Man and the Sea	Scribner Library	1952	5
	Old Yeller	Perennial Library - Harper & Row	1965	5
*	One-to-One	Prentice-Hall, Inc.		4-8
	Open Highways 7	Scott, Foresman & Company	1968	6
	Open Highways 8	Scott, Foresman & Company	1967	6-7
				7

	Pearl (The)	Bantam Pathfinder	1945		6
	Peaville Adventure	Educational Guidelines	1969	6	5
	Perception the Senses at Work	AEP	1971	7-12	6
	Pheasant Hunter (The)	Assoc. Educ. Services Corp.	1967		7-8
	Phoenix (The)	Assoc. Educ. Services Corp.	1967		7
*	Pilot Library IIc	Science Research Associates		6-7	
*	Pilot Library IIib	Science Research Associates		8-9	
	Plays to Enjoy	Macmillan Company	1967	7	7
	Plays to Remember	Macmillan Company	1967	8	7
*	Plus Ten - Level A	McGraw-Hill		4	
	Polecat Adventure	Educational Guidelines Company	1969	6	7
	Projection in Literature	Scott, Foresman and Company	1967	8	8
	Quality of Courage (The)	Bantam Pathfinder	1964		6
	Quest	Educational Guidelines Company	1969	5	7
*	Reach	Random House			
	Reading for Significance	American Book Company	1962	7	6
*	Reading Progress Lab - Level 5	Educational Progress Corporation		5	
*	Reading Progress Lab - Level 6	Educational Progress Corporation		6	
*	Reading Progress Lab - Level 7	Educational Progress Corporation		7	
*	Reading Progress Lab - Level 8	Educational Progress Corporation		8	
	Readings to Enjoy	Macmillan Company	1967	7	7
	Readings to Remember	Macmillan Company	1967	8	7
	Reading with Purpose	American Book Company	1962	6	6
	Red Flower (The)	Assoc. Educ. Services Corp.	1967		8
*	Red Line - Blue Line	EMC		4-6	
	Red Pony (The)	Bantam Pathfinder	1938		6
	Rocking-Horse Winner (The)	Assoc. Educ. Services Corp.	1967		6
	Saki Sampler (The)	Perfection Form Company			9
	Science Fiction Stories	Houghton Mifflin Company	1973	6	7
*	Search	Random House			
	Search for America	Holt, Rinehart and Winston, Inc.	1969	8	7
	Searching for Values	Globe Book Company	1973	5	6
	Secret Life of Walter Mitty (The)	Assoc. Educ. Services Corp.	1967		7
*	Seven Up and Down	Lyons and Carnahan		4	
	Shane	Bantam Pathfinder	1949		5
	Sight Lines	Holt, Rinehart and Winston, Inc.	1969	8	7
	Silver Mine (The)	Assoc. Educ. Services Corp.	1967		8
*	Skilpacers - Green	Random House		6	
*	Skilpacers - Olive	Random House		8	
*	Skilpacers - Tan	Random House		7	

*	Spell-O-Grams	Lyons and Carnahan		5	
*	Splendor from Olympus	EMC		7-12	
*	Sports - Close Ups	EMC		4-6	
	Sports Stories	Houghton Mifflin Company	1973	6	6
	Spotlight - Scope Reading Skills 3	Scholastic Magazines	1969	6	5
	Steps to Better Reading 1	Harcourt, Brace & World	1963	7	8
	Steps to Better Reading 2	Harcourt, Brace & World	1964	8	8
	Stories to Enjoy	Macmillan Company	1967	7	7
	Stories to Remember	Macmillan Company	1967	8	7
	Sword in the Stone (The)	Laurel Leaf	1963		7
	Tactics I	Scott, Foresman & Company	1961	7	9
	Tale of Two Cities	Washington Press	1957		5
	Terrible Miss Dove (The)	Assoc. Educ. Services Corp.	1967		6
	Test (The)	Assoc. Educ. Services Corp.	1967		9
	That's What Happened to Me	Assoc. Educ. Services Corp.	1966		6
	They Grind Exceeding Small	Assoc. Educ. Services Corp.	1967		6
	Time Machine (The)	Airmone Classic Series	1964		6
*	Toll Road	Lyons and Carnahan		5	
	Treasure Island	Great Books	1967		7
	Turning Point	Holt, Rinehart and Winston, Inc.	1970	9	7
	Twenty-thrid Street Crusaders	Scholastic Book Services	1958		5
	Unfamiliar (The)	Assoc. Educ. Services Corp.	1966		8
	Unknown Worlds	Holt, Rinehart and Winston, Inc.	1969	8	6
*	Unknown Worlds	Holt, Rinehart and Winston, Inc.			
	Use of Force (The)	Assoc. Educ. Services Corp.	1967		7
	Using Your Dictionary	Holt, Rinehart and Winston, Inc.	1958	5-8	6
	Venture	Educational Guidelines	1969	4	6
*	Veri Tech Senior Vocabulary Set	ETAD		3-7	
*	Vocabulary Development - Vol. A	Scott, Foresman & Company		7	
*	Vocabulary Development - Vol. B	Scott, Foresman & Company		8	
*	Vocabulary Development - Vol. I	Scott, Foresman & Company		9	
	White Rang	Simon and Schuster, Inc.	1905		6-7
	Wide World - Scope Reading Skills I	Scholastic Magazines	1967	4	6
	Widening Views	Allyn and Bacon, Inc.	1958	8	7
*	Wordpacers	Random House		4-6	
	Yearling (The)	Scribner Library	1938		6

* Materials that may be requisitioned from the Title III office.

SOCIAL STUDIES AND SCIENCE

American Experiment in Imperialism: How and Why?	American Book Company	1967		8
American Revolution (The)	American Education Publications	1969	9-12	6
Battle of the 1,000 Slain (The)	Scholastic Book Services	1964		7
Between Two Wars	Scholastic Book Services	1971	5	6
Biology 1	Globe Book Company, Inc.	1968	5-6	6
Biology 2	Globe Book Company, Inc.	1969	5-6	6
Biology 3	Globe Book Company, Inc.	1970	5-6	7
Building the American Nation	Harcourt Brace Jovanovich, Inc.	1971	7	7
Challenge and Change	Laidlaw Brothers	1973	8	7
Challenges in Our Changing Urban Society	Laidlaw Brothers	1969	7	7
Chemistry	Benefic Press	1970	4-9	6
Chemistry 1	Globe Book Company, Inc.	1968	5	6
Chemistry 2	Globe Book Company, Inc.	1969	5-6	6
Chemistry 3	Globe Book Company, Inc.	1970	6	5
China: Trouble Asian Giant	American Education Publications	1969	9-12	8
Civil War (The)	AEP	1969	9-12	8
Communication	AEP	1971		5
Community Change	AEP	1968	9-12	8
Defenders (The)	Scholastic Book Services	1970	8	6
Eastern Europe	Scholastic Book Services	1968	7-12	6
Economics for Everyone	Benefic Press	1971	6	6
Earth Science 1	Globe Book Company, Inc.	1968	5	6
Earth Science 2	Globe Book Company, Inc.	1969	5	6
Earth Science 3	Globe Book Company, Inc.	1970	6	6
Exploring the Urban World	Globe Book Company, Inc.	1972	5	7
False Treaty (The)	Scholastic Book Services	1970	6	6
Fighting Congressmen (The)	Scholastic Book Services	1971	6	6
Focus on Life Science	Charles Merrill	1969	7	7
Focus on Physical Science	Charles Merrill	1969	8	8
Foundations of Freedom	Laidlaw Brothers	1973	7	7
Free and the Brave (The)	Rand McNally & Company	1972	8	8
Free and the Brave (The) - Diamond Ed.	Rand McNally & Company	1972	7	7
Getting It Together	Globe Book Company, Inc.	1973		7
Give Me Liberty	Scholastic Book Services	1971	6	7
How Did Democracy Develop in Colonial America?	American Book Company	1967		8
Inquiry: USA	Globe Book Company, Inc.	1971	5	6
Interaction of Earth and Time	Ran McNally & Company	1972	7-9	6
Interaction of Man and the Biosphere	Ran McNally & Company	1970	7-9	7

SOCIAL STUDIES AND SCIENCE (Cont.)

Interaction of Matter and Energy	Rand McNally & Company	1971	7-9	6
It Started in Montgomery	Scholastic Book Services	1972	6	6
John Brown's Raid	Scholastic Book Services	1972	6	6
Junior Scholastic	Scholastic Book Services	1/29/73	7-8	7
Knowledge Through Color	Bantam Books	1970		9
Land of the Free	Benziger Brothers, Inc.	1966	8	6
Lands of Promise	Macmillan Company	1971	7	6
Long Ago in the Old World	Charles E. Merrill Publishing Co.	1969	5	7
Machines	Benefic Press	1969	4-9	6
Man Before History	Prentice-Hall	1964		9
Minorities: U.S.A.	Globe Book Company, Inc.	1971	6	6
Municipal Politics	AEP	1969	9-12	6
Nation Conceived and Dedicated	Scholastic Book Services	1971	5	6
Nation of Immigrants	Harper & Row	1964	8	8
Of, By, and for the People	Benefic Press	1972	7-9	7
Old Hate - New Hope	Scholastic Book Services	1970	5	7
One Nation Indivisible	Charles E. Merrill Publishing Co.	1971	8	8
Our United States	Laidlaw Brothers	1960	7-8	8
Profiles in Courage	Perennial Library, Harper & Row	1964		7
Progress of the Afro-American (The)	Benefic Press	1969	5	6
Reaching for Freedom	Scholastic Book Services	1972	6	6
Reconstruction: After the Civil War	University of Chicago Press	1961		7
Religious Freedom	AEP	1967	9-12	7
Rights of the Accused	AEP	1968	9-12	8
Rise of Organized Labor (The)	American Education Publications	1968	9-12	8
Science and the Scientist	Benefic Press	1969	4-9	7
Science World	Scholastic Magazines		7-8	6-9
Search for Freedom (The)	J.B. Lippincott Company	1973	8	7
Sound	Benefic Press	1969	4-9	7
Spy, the Lady, the Captain, and the Colonel (The)	Scholastic Book Services	1970	6	6
Storming of Fort Wagner (The)	Scholastic Book Services	1970	6	6
Taking a Stand	AEP	1967	9-12	7
This is America's Story	Houghton Mifflin Company	1961		6
Three Against Slavery	Scholastic Book Services	1972	6	6
Two Chinas (The)	Scholastic Book Services	1970	7-12	6
United States and the New Imperialism, 1898-1912 (The)	D.C. Heath and Company	1968	7-12	8
Up From Slavery	Bantam Pathfinder	1970		7
Voices from the Southwest	Scholastic Book Services	1972	6	6
Ways of Man (The)	Macmillan Company	1971	8	7
Yesterday, Today, Tomorrow	Scholastic Book Services	1970	5	6

OTHER READABILITY FORMULAS

a. Fry - Procedure for Using Fry's Readability Technique

1. Choose a passage from a book or basal reader (about 100 words in length). Book, page, and paragraph _____

2. Count the number of words in the selection. Words (W) = _____

3. Count the number of sentences in the selection. Sentences (S) = _____

4. Count the number of syllables in the selection. Syllables = _____

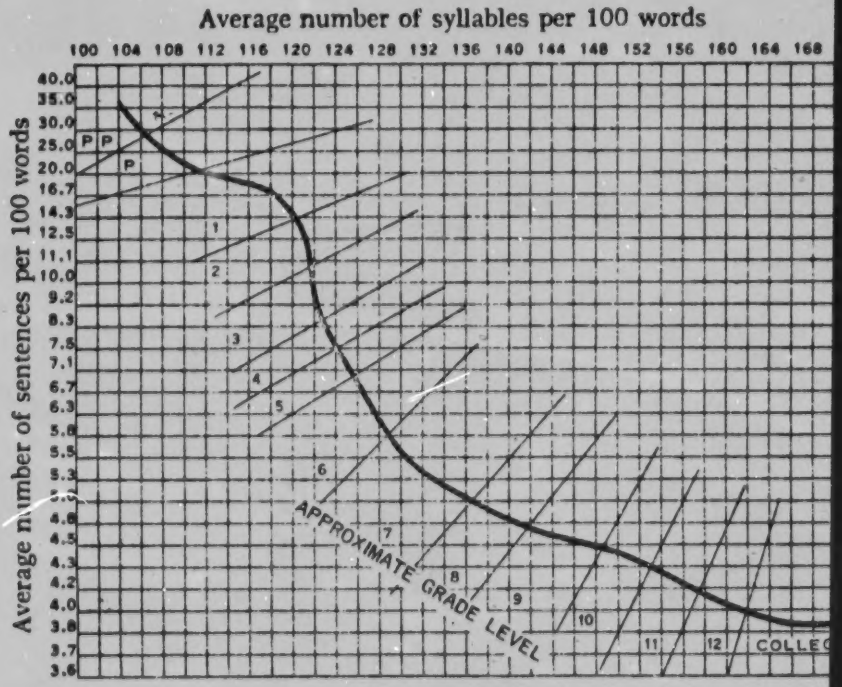
5. Substitute the above numbers in the following formulas:

   Syllables per 100 words = $\frac{100 \text{ (Syllables)}}{W}$ =

   Sentences per 100 words = $\frac{100 \text{ (S)}}{W}$ =

6. Plot the two numbers on the graph below to find approximate grade level.

7. Approximate grade level is _____. Select two additional selections and repeat above steps.



References

Fry, Edward B. The Journal of Reading, April, 1968, 11, 513-516.
Fry, Edward B. The Reading Teacher, March, 1969, 22, 534-538.
Maginnis, Geroge H. The Reading Teacher, March, 1969, 22, 516-518.

OTHER READABILITY FORMULAS

b. Dale-Chall (4th grade to college level)

1. Take approximately 100 words about every tenth page. (Never begin or end a sample in the middle of a sentence.)
   a. Count total number of words in each sample. Count as one word: hyphenated words, numbers, compound names, and initials as part of the name.
   b. Count number of sentences.
   c. Count number of unfamiliar words, i.e., words that do not appear on the Dale List of 3000. List all unfamiliar words even if they appear more than once.

2. Special cases
   a. Plurals of words on list are familiar.
   b. Irregular plurals are unfamiliar.
   c. Nouns formed by adding ir or r to verb are unfamiliar, unless noun so formed is on list.
   d. Names of persons or places are familiar.
   e. Abbreviations are counted as one word (YMCA, No., U.S., A.M.).
   f. Comparatives and superlatives of adjectives on list are familiar. Adjectives formed by adding n are familiar.
   g. Adverbs formed by adding ly are familiar; ily, unfamiliar.
   h. Hyphenated words are unfamiliar.
   i. Words formed by adding syllables to words on list are unfamiliar; e.g., sharp (en), gold (en), slip (ing), treat (ment), protect (ion), prepare (ation).
   j. Numerals are familiar.
   k. Various verb forms are familiar.

3. You should have recorded:
   a. Number of words in each sample.
   b. Number of sentences in each sample.
   c. Number of words not on Dale list in each sample.

4. Compute average sentence length. (Number of words in each sample divided by number of sentences.)

5. Compute Dale score. (Number of words not on Dale list divided by number of words in sample multiplied by 100.)

6. Get average of each of above items for all the samples by getting total of each of the items and dividing by the number of samples.

Formula score = .1579 x Dale score + .0496 x average sentence length + 3.6365.

Formula Score	Corrected Grade Levels
4.9 and below	Grade IV and below
5.0 to 5.9	Grades V and VI
6.0 to 6.9	Grades VII and VIII
7.0 to 7.9	Grades IX and X
8.0 to 8.9	Grades XI and XII
9.0 to 9.9	Grades XIII and XV (college)
10.0 and above	Grades XVI (college graduate)

OTHER READABILITY FORMULAS

c. Spache (below grade 4)

1. Number of words
   a. Count three samples of 100 words each (first, middle, and end of book). Begin count at beginning of sentence, and with last word of sentence in which 100th word occurs.

2. Number of sentences in sample

3. Number of words not on Dale 769 "Easy Word List" (see A.J. Harris, How To Increase Reading Ability - 5th ed., p. 547).
   a. Count as familiar: all letters - A, B, C, etc.
      regular verb forms - ing, ed, es
      plurals and possessive endings of nouns
      first names
   b. Count as unfamiliar: irregular verb forms
      adjectival or adverbial endings - ly, er, est
   c. Count unfamiliar word once, even though it appears again or with variable endings.
   d. Group of words as--oh, oh, oh; etc., is counted as a single sentence regardless of punctuation.

4. Average sentence length (divide 1 by 2).

5. Dale score (divide 3 by 1 and multiply by 100).

6. Multiply (4) by .141.

7. Multiply (5) by .086.

8. Constant (.839)

9. Estimated grade placement--add (6), (7), and (8)

10. Record average of three samples.

Formula: Grade level of text = .141 average sentence length per 100 words + .086 words outside Dale "Easy Word List" (769 words) + .839.

This formula is described in Elementary School Journal (March, 1953, pp. 410-413).

E. Cloze Procedure

Cloze Inventory

A cloze test is constructed by omitting every fifth word in a passage and replacing it with a blank of standard length that the student fills in. An analysis of the student's substitutions provides information on his understanding of the syntactic and semantic constraints of the language.

A straight forward application of some recent research of John Bormuth will be utilized in determining the student's ability to benefit from his reading material using the results of the Cloze Inventory.*

Procedures to be followed in Cloze Inventory Development

1. Select a passage of instructional material that
   a. is of 250-500 words in length that in your judgment fairly represents the material from which it was taken.
   b. is material that the child has not yet read.

2. Derive all 5 cloze forms over a passage.
   a. Each cloze form is derived by deleting every fifth word from the text. Example: Form 1: Delete words 1, 6, 11 ... Form 2: words 2, 7, 12 ...
   b. Each form should have a minimum of 50 deletions.

3. The form selected should have the following characteristics:
   a. It has more lexical word deletions than structural ones. Lexical words are those words in the language that carry meaning or content: nouns, adjectives, verbs, and adverbs. Structural (or function) words are those words that give structure to the language: prepositions, determiners, conjunctions.
   b. It has a minimum of redundancy in the deleted items.
   c. It has a set of item deletions that cover the greatest number of different semantic and syntactic categories represented.

*Development of Readability Analyses, Final Report (pp. S-4, 42-51) John R. Bormuth, March, 1969.

SAMPLE: Little Pear

There _____ once a Chinese boy _____ Little Pear. He lived _____ his father, his mother, _____ his two sisters in _____ small house at the _____ of a village in _____. All around the village _____ flat fields of cabbages _____ beans and onions, and _____ away on one side _____ a great highway that _____ to the city, and _____ away on the other _____ was a river.

CLOZE INVENTORY ADMINISTRATION

1. Use the following set of directions when administering the test to your class.

2. Prior to the day of administration, give the students a practice paragraph (short).

   Use it as a class lesson in which the objective is to demonstrate to the class how much they all know about the language. Don't discuss the fact that a similar test will be administered soon. Don't make any value judgments on what is good or bad. The students should think of the test more as a guessing game where they have to complete an incomplete story so it will make sense and be like the original story from which it was taken.

To be read to class:

3. This test was made by taking every fifth word out of a story. A blank was left where a word was taken out. You are to write in each blank the word you think was left out.

   Write examples on the board.

   Most of the blanks can be answered with ordinary words but a few may be numbers like. . . . . 3,427 or $12 or 1954

   contractions like. . . . can't or weren't

   abbreviations like . . . Mrs. or U.S.A.

   parts of hyphenated words like . . . . self in the word self-made

   But most will be just ordinary words.

   You are to write only ONE word in each blank.

   Do NOT be afraid to guess. Wrong spelling will NOT count against you if we can tell what word you meant. I will help you spell, if you raise your hand.

   Try to write an answer for every blank. But don't waste too much time on a blank. Some blanks are very hard. You should skip them and then try them again when you have finished.

   Please work rapidly but carefully.

   And remember, do NOT write more than one word in each blank.

   There is no time limit.

CLOZE INVENTORY

To determine the suitability of the material for the instruction of a particular student:

A. Count the number of correct responses.
A correct response is the word that has been deleted from the passage and that word only. Spelling errors do not count against the child as long as you know what the child intended. Synonyms are incorrect.

B. Divide the number of correct responses by the total number of deletions. This procedure will yield a percentage score.

*C. Criterion Scores:

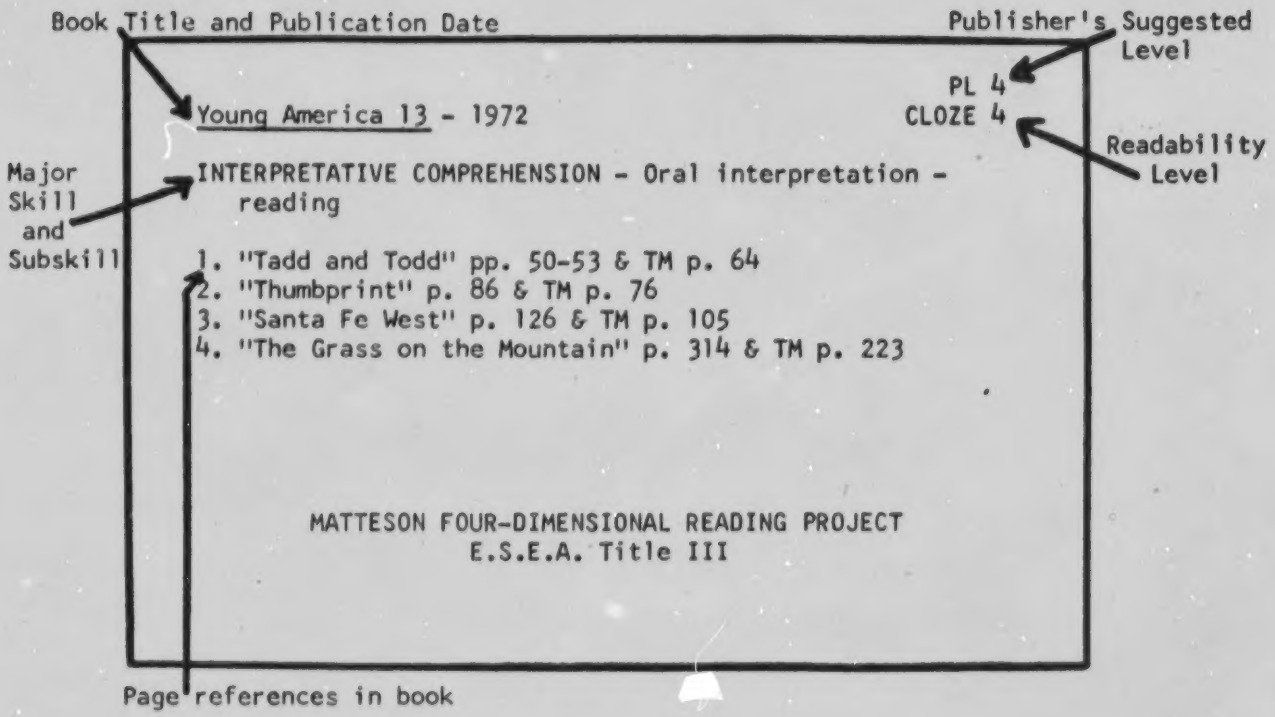
below 35%:	little or no information gain
35%-45%:	instructional level
45%-55%:	independent level
over 55%:	too easy

D. A column is left on the answer key for observed response. Student's answers may be written there to be used for analysis of specific reading problems.

*Development of Readability Analyses, Final Report (pp. S-4) John R. Bormuth, March, 1969.

F. Matteson 4-D Skills Index Guide

SAMPLE CARD


Book Title and Publication Date
Publisher's Suggested Level
PL 4
CLOZE 4
Readability Level
Young America 13 - 1972
Major Skill and Subskill
INTERPRETATIVE COMPREHENSION - Oral interpretation - reading
1. "Tadd and Todd" pp. 50-53 & TM p. 64
2. "Thumbprint" p. 86 & TM p. 76
3. "Santa Fe West" p. 126 & TM p. 105
4. "The Grass on the Mountain" p. 314 & TM p. 223
MATTESON FOUR-DIMENSIONAL READING PROJECT
E.S.E.A. Title III
Page references in book

TB - Textbook
TM - Teacher's Manual
SHA - Self-Help Activity
DM - Ditto Master
WB - Workbook

G. Matteson 4-D Individualized Learning Packages

MATERIALS USED IN LEARNING PACKAGES

TITLE	PUBLISHER	COPYRIGHT
Aaron Zwieback and His World of Words: Thinking Through the Dictionary	Prentice-Hall, Inc.	1972
Actors to Astronauts (T,WB)	Harper & Row	1965
Adventure Bound (T)	Houghton Mifflin Co.	1965
All Sorts of Things (T,WB,SH)	Ginn & Co.	1970
Aware	Random House	1971
Basic Dictionary Skills	Scott, Foresman & Co.	1965
Basic Reading Skills	Scott, Foresman & Co.	1970
Be A Better Reader A, B, C	Prentice-Hall, Inc.	1968
Bold Journeys (T)	Macmillan Co.	1966
Cavalcades (T,WB)	Scott, Foresman & Co.	1965
Codes to Captains (T,WB)	Harper & Row	1964
Coins to Kings (T,WB)	Harper & Row	1964
Crossroads (T,WB)	Harper & Row	1966
Dimensions (WB)	Scott, Foresman & Co.	1967
Galaxies (T,WB,DM)	Houghton Mifflin Co.	1971
How It Is Nowadays (T,WB,SH)	Ginn & Co.	1969
Ideas and Images (WB)	American Book Co.	1971
Images (T,WB,DM)	Houghton Mifflin Co.	1971
Into New Worlds (T)	Macmillan Company	1966
Joys and Journeys (WB)	American Book Co.	1971
Kaleidoscope (T,WB,SH)	Houghton Mifflin Co.	1971
Kings and Things (WB)	American Book Co.	1971
Launchings and Landings (WB)	American Book Co.	1971
The Magic Word (T)	Macmillan Co.	1966
Never Give Up (T,WB)	Holt, Rinehart & Winston	1973
New Phonics We Use B, C, D, E, F, G	Rand McNally	1972
On the Edge (T,WB,SH)	Ginn & Co.	1970
Open Highways 4, 5, 6 (T,WB)	Scott, Foresman & Co.	1965-6
People Need People (T,WB)	Holt, Rinehart & Winston	1973
Phonics We Use Learning Games Kit	Rand McNally	1969
Reading Systems 9-19 (T,WB)	Scott, Foresman & Co.	1973
Reading Thinking Skills 5^1, 5^2, 6^1, 6^2	Continental Press	1963
Seven Seas (T,WB)	Harper & Row	1966
Skilpacer Tan, Olive	Random House	1970
Seven Seas (T,WB)	Harper & Row	1966
Sky Lines (WB)	Houghton Mifflin Co.	1966
Spelling Learning Games Kit C, D, E	Rand McNally	1969
Study Skills 1, 2, 3	Allyn & Bacon, Inc.	1970
The Sun That Warms (T,WB,SH)	Ginn & Co.	1970
Tradewinds (T)	Harper & Row	1966
To Turn a Stone (T,WB,SH)	Ginn & Co.	1970
Ventures (T,WB)	Scott, Foresman & Co.	1965
Vistas (T,WB)	Scott, Foresman & Co.	1965
The Way of the World (T,WB)	Holt, Rinehart & Winston	1973
With Skies and Wings (T,WB,SH)	Ginn & Co.	1969
Writing Bug	Random House	1973
Young America 7-15	Rand McNally	1972

*T - Text WB - Workbook
DM - Ditto Master SH - Self-Help Activities

SAMPLE LEARNING PACKAGE

Subskill Number | Major Skill | Level Number

(46) INTERPRETATIVE COMPREHENSION III - 01 — Learning Package Number

OBJECTIVE: GIVEN A WRITTEN SELECTION, THE STUDENT WILL IDENTIFY CORRECTLY THE COMPARISONS AND/OR CONTRASTING ELEMENTS IN THE SELECTION. — Behavioral Objective

CONTENT: COMPARE AND CONTRAST — Subskill Name

LEARNING ACTIVITIES

To compare means to tell how things are alike. For instance, an airplane is like a bird because both fly.

To contrast means to tell how things are different. A bird is an animal where as a plane is a thing.

1. Read "Ookie, the Walrus" pages 74-85 in Open Highways 5.
2. Do pages 36-37 in the Open Highways 5 workbook. Check your work.
3. Do page 55 in the Open Highways 5 workbook. Check your work.
4. Compare or contrast the following pairs of words:
   a. mushroom - rock
   b. jet - balloon
   c. rubber band - gymnast
   d. bicycle - feet
   e. jello - Santa Claus

MATTESON FOUR-DIMENSIONAL READING PROJECT, E.S.E.A. TITLE III

Learning Activities

PLACEMENT TEST
I - III

Test #1-99-9

H. Matteson 4-D Placement Test

1. Say the following word. Look at the syllables below the word. Decide which syllable is the root word.

backward
A. back B. ward 1-12

2. Read the following sentence carefully. Find the antonym of the underlined word.

I was glad to be leaving on a vacation.
A. unhappy
B. able
C. puzzled 1-15

3. Read the following paragraph. What is the paragraph about?

Every few days Thaddeus dumped his money out on his bed to see how much he had. The pile of nickels and dimes grew very slowly. After eight weeks, he only had four dollars and seventy-one cents--it would take him forever to save fifteen dollars.

A. Thaddeus
B. Thaddeus's Savings
C. Fifteen Dollars 1-23

4. Read the following sentences. Which sentence, A, B, or C, has the same meaning as the first one?

The taxi took a man from the airport all the way downtown.
A. A man walked downtown.
B. A man rode downtown.
C. A man ran downtown. 1-25

5. Read the following sentence and decide what is being thought or felt in it.

The green eyes kept staring at the small hole in the wall, and the only muscle that moved was the one at the tip of the twitching tail.
A. A cat is watching a mousehole.
B. The cat is a bad hunter.
C. The cat has a paw stuck in the mousehole. 1-39

PLACEMENT TEST
I - III

Test #1-99-9(2)

6. Which is the correct root word and ending in the word "candies"?

A. candy ies B. cand ies C. candy es D. candi es 2-11

7. Read the word and the definitions next to the word. Then, read the sentence. Find the correct meaning for the word as it is used in the sentence.

DECORATE - 1. to paint or paper (a room). 2. give a medal as an honor.

The president decorated the brave explorer for bravery.
A. 1
B. 2 2-19

8. The word, "good", is used correctly in the sentence below. Find the word that would give the word, "good", a more exact meaning.

You enjoy saying "hello" to someone who has a good smile.
A. pleasant
B. excellent
C. right 2-21

9. Read the following paragraph and complete the sentence that follows it:

One cold, still day in late winter a red fox was running on top of a fallen log in a rocky pine woods. Suddenly he heard a squeaking and mewing. He stopped and listened, wondering what it could be. The sound seemed to be coming from a knothole in the hollow log he was standing on.

The fox smelled at the knothole, hoping for a good dinner of mice. But it wasn't the smell of mice that came to the fox. The squeaking seemed louder now. Mr. Fox sniffed harder and scratched at the knothole with his paw. Suddenly the squeaking stopped. Then out of the far end of the log an otter poked her head.

In the paragraph above, the fox was looking for _____.
A. a knothole
B. food
C. an otter 2-22

PLACEMENT TEST
I - III

Test #1-99-9(3)

10. Read the following group of sentences. Decide the order in which they would happen (sequence).

1. When Ann arrived at the party, the children were playing games.
2. Mother drove Ann to Mae's birthday party.
3. Ann put on the party dress that Mother had made for her.

A. 1, 2, 3
B. 3, 2, 1
C. 1, 3, 2
D. 2, 1, 3
E. 3, 1, 2 2-26

11. Read the following phrases and decide which of the senses--sight, hearing, smell, touch, or taste--they appeal to. Select the answer with the correct order.

1. the hissing of a snake
2. peppermint ice cream
3. icy water

A. 1. sight, 2. taste, 3. smell
B. 1. hearing, 2. taste, 3. touch
C. 1. taste, 2. touch, 3. smell 2-30

12. Read the following sentences. Decide which of the sentences has an example of a hyperbole.

A. The sunset was very beautiful.
B. I've told you a million times to close the door.
C. The book was very well written. 2-35

13. Read the following sentences. In which sentence do the underlined words show a cause?

A. The policeman was blowing his whistle because he wanted the traffic to stop.
B. Betty shook her sister because she wanted her to get up. 2-43

14. Read the following paragraph. Answer the question that follows it.

When the stagecoach brought the mail to town in the morning, Ben was happy to find a letter from his cousin in New York. Ben had received mail only twice because the mail traveled very slowly. He picked up a quill pen and wrote a letter about his life in California. He wanted to get it on the stagecoach leaving for the East.

What is the setting of the above story?

A. in a stagecoach at night
B. in New York in the present
C. California long ago 2-52

15. What kind of literature is the following selection?

The gingham dog and the calico cat
Side by side on the table sat;
'Twas half-past twelve, and (what do you think!)
Nor one nor t'other had slept a wink!
The old Dutch clock and the Chinese plate
Appeared to know as sure as fate
There was going to be a terrible spat.

A. Play (Drama)
B. Poetry
C. Fantasy 2-73

16. Read the following sentence carefully. Find the meaning of the underlined word.

Soon the horse was flecked with foam, and finally it stood with drooping head and heaving sides, too <u>spent</u> to struggle longer.
A. alert
B. proud
C. wise
D. tired 3-13

17. Read the following sentence carefully. Find the word which is the <u>antonym</u> of the underlined word.

He has the <u>courage</u> to say what he thinks.
A. bravery
B. gallantry
C. generosity
D. cowardice 3-15

18. Read the following sentence and answer the question that follows it:

We were having such a good time at the party that time flew by.

Which of the following sentences has the same meaning as the above sentence?

A. Because we all laughed, the clock grew wings and began to fly away.
B. We had such a good time that we didn't realize that the party had lasted so long.
C. We had such a good time at the party, we didn't realize that the clock had disappeared.

3-25

19. Read the following paragraph and decide what word or words the underlined pronoun stands for.

"No, John," Grandma Broom told her son. "I'm too old to leave my bed and stove. I like to live alone. You and Martha move to <u>your</u> new home while I'm away.

A. Grandma Broom's
B. Martha's
C. John and Martha's

3-28

20. Read the following paragraphs and decide which one uses figurative language.

A. The wind in the pass was a biting, snarling beast. After fighting our way through, coming into the valley was like being welcomed home. The snow was no longer falling, and the valley lay like a sleeping child under a soft, white blanket. A milky sunlight lay over the scene.

B. The wind in the pass blew in gusts of 35 miles an hour. It made a roaring sound around the rocks. The temperature was five degrees below zero. The snow, no longer falling, covered everything. The sun, partly concealed by the clouds, gave a very pale light.

3-31

21. Read the following sentences. Decide which sentence is an example of a fact.

A. Only a thoroughbred dog is ideal for fire service.
B. The need for fresh water has increased greatly as the number of people in the world has increased.
C. By scuttling the cargo, we may be able to save the lives of the crew.
D. She was thinking about how the kids must have loved school in the old days.

3-42

22. Read the story below and decide what Bill was doing.

Clickity-clack, clickity-clack! The "Western Express" steamed down the tracks at ninety miles an hour. Suddenly, the engineer was blowing the whistle.

Six cars behind, Bill looked at the bridge. He was horrified.

"Oh, no!" he screamed.

Bill charged down into the car. He reached up and yanked a cord. Thump, thump, screech! The passengers and baggage hurled into the aisles. The train halted, its whistle still blowing.

"Why doesn't that noise stop?" Bill thought. "Why won't it stop?" Suddenly his eyes snapped open and, grinning, he reached over and turned off the alarm. He snuggled into the pillow, pulled the blanket over his head, and closed his eyes again.

A. riding on a train
B. driving a car
C. acting in a play
D. dreaming in bed
E. listening to music

3-40

23. Which is the plot of the story, "Little Red Riding Hood"?

A. Little Red Riding Hood likes her new hood. She goes to pick flowers and goes to her grandmother's. The wolf has eaten her grandmother and is in bed. Little Red Riding Hood notices how strange her grandmother looks. The wolf tries to eat Little Red Riding Hood, but all he catches is her hood.
B. Little Red Riding Hood sets off in her new hood to grandmother's. She meets a wolf while picking flowers. He runs ahead and gets into the grandmother's bed. Little Red Riding Hood notices how strange her grandmother looks. The wolf tries to eat Little Red Riding Hood, but a woodcutter comes in and kills the wolf.
C. Little Red Riding Hood sets off in her new hood to her grandmother's. She meets a wolf who tries to coax her away from her grandmother's. Little Red Riding Hood screams for help and a woodcutter chases the wolf away.

3-51

24. Read the following poem. It is an example of what kind of rhyming pattern?

There are many Washingtons.
Which one do you like best?
The rich man with his powdered wig
And silk brocaded vest?

A. couplet
B. quatrain
C. limerick

3-64

25. Read the following sentence. What type of English is this sentence?

Hey, man, you got rocks in you haid?

A. Informal English
B. Formal English
C. General English
D. Nonstandard English

3-74

VOCABULARY DEVELOPMENT - Pretest
Test #5-21-1

I. Matteson 4-D Pretest

THE STUDENT WILL DEMONSTRATE THE ABILITY TO UNDERSTAND AN EXTENSIVE AND ACCURATE VOCABULARY AT HIS EXPECTED SKILL LEVEL.

Read each sentence carefully. Find the meaning of each underlined word.

1. The fidelity of the crew to the captain was shown when they refused to sail with another captain.
   A. loyalty
   B. bravery
   C. fear
   D. treachery
   E. diligence

   5-13

2. The obscure markings on the stone were indistinct.
   A. obvious
   B. ancient
   C. not clear
   D. intelligent
   E. clear

   5-13

Read each sentence carefully. Find two words in each sentence that are synonyms or antonyms. Decide if the words are synonyms or antonyms.

3. The two authors had differing opinions and Jean had trouble with the divergent points of view.
   A. antonyms
   B. synonyms

   5-14,15

4. We should warn him to arrive when the meeting starts and not when it terminates.
   A. antonyms
   B. synonyms

   5-14,15

Look at each word below. Find the correct meaning of the prefix in each word.

5. antedated
   A. inside of, between, within
   B. against
   C. before, preceding

   5-20

6. monologue
   A. four
   B. one
   C. three

   5-20

VOCABULARY DEVELOPMENT - Pretest (2)
Test #5-21-1

Look at each word below. Find the correct meaning of the suffix in each word.

7. purify
   A. abounding in
   B. to make
   C. relating to 5-20

8. permanence
   A. state of being
   B. one who
   C. full of 5-20

Read each sentence carefully. Notice the underlined word. Find the correct meaning of the underlined word.

9. John didn't do very well on his <u>biology</u> test.
   A. study of rocks
   B. study of animals
   C. study of life 5-20

10. We passed many <u>mobile</u> homes on the road.
   A. small
   B. movable
   C. attractive 5-20

Read each sentence carefully. Find the word that best completes each sentence.

11. The bully _____ as he told the boy he would beat him up.
   A. giggled
   B. sneered
   C. tittered 5-21

12. Barbara _____ when the bat flew at her in the dark.
   A. shrieked
   B. exclaimed
   C. smiled 5-21

LITERAL COMPREHENSION - Post-test
Test #1-31-3

J. Matteson 4-D Post-test

THE STUDENT WILL DEMONSTRATE THE ABILITY TO COMPREHEND THE LITERAL MEANING OF WRITTEN MATERIALS AT HIS EXPECTED SKILL LEVEL.

Read the following paragraph and complete the sentences that follow it:

Bob got the rug from the closet shelf and gave it to Mom. She fixed the tear on the sewing machine, and I cleaned the spots off. Then Bob got some nails and a pair of scissors to fix the rug on the cart. We had just about finished with the whole job when Mr. Mugli came by.

1. Bob gave his mother a _____.
   A. cart
   B. scissors
   C. rug 1-22

2. When Mr. Mugli came by _____.
   A. Mom was sewing
   B. Bob was almost done
   C. Bob had finished a long time ago 1-22

3. Read the following paragraph. What is the paragraph about?

John lived in a stone house. The house was at the bottom of a tall lighthouse on Frog Island. The island was well named. From a distance, it looked like a big frog sitting quietly on the water.

   A. John Lived on Frog Island
   B. The Stone House
   C. The Lighthouse 1-23

4. Read the following paragraph. What is the paragraph about?

Kimba's heart began to swell. Fighter! His father had called him a fighter. Kimba was as proud as if he had been made chief of the village.

   A. Kimba's Heart
   B. Kimba The Chief
   C. Kimba Was Proud 1-23

(over)

Read the following sentences. Which sentence, A, B, or C, has the same meaning as the first one?

5. Steve remembered with pride the day he got an A on a test.
   A. Steve was a proud boy.
   B. Steve had a good memory.
   C. Steve was pleased with the A. 1-25

6. The cooks will turn out over three hundred pies before they are finished.
   A. The cooks will bake at least three hundred pies.
   B. The cooks will throw away three hundred pies.
   C. The cooks will turn the pies upside down. 1-25

7. Read the following paragraph. What does the story tell about first?

   One fine winter's day when Piglet was brushing away the snow in front of his house, he happened to look up, and there was Winnie-the-Pooh. Pooh was walking round and round in a circle, thinking of something else, and when Piglet called to him, he just went on walking.

   A. winter storm
   B. Piglet brushing snow
   C. Winnie-the-Pooh 1-26

Read the following sentences and decide the correct pronoun that should be used in the blanks.

Bill has a blue book. He gave ____(8)____ to Sue. Finally ____(9)____ gave Bill's book back.

8. A. I
   B. he
   C. she
   D. it 1-28

9. A. I
   B. he
   C. she
   D. it 1-28

LITERAL COMPREHENSION - Post-test
Test #1-22-5

K. Matteson 4-D Subskill Test

GIVEN A WRITTEN SELECTION AND A LIST OF QUESTIONS AND ANSWERS, THE STUDENT WILL IDENTIFY CORRECTLY THE ANSWERS TO QUESTIONS CONCERNING DETAILS OF THE SELECTION.

Read the following paragraphs and complete the sentences that follow them:

The turtle blinked and dropped the coin in the grass in front of Azor. It was all wet and gunky, and Azor didn't even want to touch it, but he picked it up and put it in his pocket.

"Thank you very much," he called as the turtle was crawling back to the pond.

Then Azor went back home. After supper, he went into the kitchen. He was shining the penny so it wouldn't be gunky and smell so awful, when suddenly his father came in. He watched Azor for a minute.

"Where did the penny come from?" asked his father.

"I got it up at Pirate Joe's Pond," Azor answered. But he didn't say anything about the turtle.

1. When the turtle dropped the coin, he _____.
   A. walked away
   B. sat down
   C. blinked his eye

2. The coin was _____.
   A. wet and gunky
   B. shiny
   C. silver

3. After Azor picked up the coin, _____.
   A. he put it in his pocket
   B. the turtle blinked
   C. he dropped it

4. When Azor got home, he ate _____.
   A. breakfast
   B. lunch
   C. supper

5. When Azor's father came in the room, Azor was _____.
   A. shining the penny
   B. eating
   C. playing

READING PROGRESS CHART

LEVEL 1

L. Individual Progress Charts

Name _____

WORD RECOGNITION
- ☐ Word discrimination(1)
- ☐ Phonetic Analysis: Consonants(2)
- ☐ Blends(3)
- ☐ Consonant digraphs(4)
- ☐ Vowels(5)
- ☐ Vowel digraphs(6)
- ☐ Diphthongs(7)
- ☐ Syllabication(8)
- ☐ Patterns of accent(9)
- ☐ Structural Analysis: Compounds(10)
- ☐ Inflections(11)
- ☐ Roots & affixes(12)

VOCABULARY DEVELOPMENT
- ☐ Context clues(13)
- ☐ Synonyms(14)
- ☐ Antonyms(15)
- ☐ Homonyms(16)
- ☐ Homographs(17)
- ☐ Compounds(18)

LITERAL COMPREHENSION
- ☐ Details(22)
- ☐ Main idea(23)
- ☐ Phrase & sentence meaning(25)
- ☐ Sequence(26)
- ☐ Structure: Antecedents(28)

INTERPRETATIVE COMPREHENSION
- ☐ Figurative language(31)
- ☐ Inference(39)
- ☐ Fact & opinion(42)

ANALYTICAL COMPREHENSION
- ☐ Characterization (2)(50)

STUDY SKILLS
- ☐ Following directions(75)
- ☐ Use of dictionary(79)
- ☐ Alphabetizing(80)
- ☐ Guide words(81)
- ☐ Cartoons, pictures, photographs(93)

MATTESON FOUR-DIMENSIONAL READING PROJECT, E.S.E.A. TITLE III

READING PROGRESS CHART

LEVEL 2

Name _____

WORD RECOGNITION
- ☐ Phonetic analysis: Consonants (2)
- ☐ Consonant blends (3)
- ☐ Consonant digraphs (4)
- ☐ Vowels (5)
- ☐ Vowel digraphs (6)
- ☐ Diphthongs (7)
- ☐ Syllabication (8)
- ☐ Patterns of accent (9)
- ☐ Structural analysis: Compounds (10)
- ☐ Inflections (11)
- ☐ Roots & affixes (12)

VOCABULARY DEVELOPMENT
- ☐ Context clues (13)
- ☐ Synonyms (14)
- ☐ Antonyms (15)
- ☐ Homonyms (16)
- ☐ Homographs (17)
- ☐ Compounds (18)
- ☐ Dictionary & glossary (19)
- ☐ Roots & affixes (20) [1] [2] [3] [4] [5]
- ☐ Effective word choice (21)

LITERAL COMPREHENSION
- ☐ Details (22)
- ☐ Main idea (23)
- ☐ Subordinate ideas (24)
- ☐ Phrase & sentence meaning (25)
- ☐ Sequence (26)
- ☐ Structure: Punctuation (27)
- ☐ Antecedents (28)
- ☐ Construction (29)

INTERPRETATIVE COMPREHENSION
- ☐ Sensory imagery (30)
- ☐ Figurative language (31)
- ☐ Simile (32)
- ☐ Metaphor (33)
- ☐ Idioms (34)
- ☐ Hyperbole (35)
- ☐ Inference (39)

INTERPRETATIVE COMPREHENSION
- ☐ Conclusion drawing (40)
- ☐ Fact & fiction (41)
- ☐ Fact & opinion (42)
- ☐ Relationships: Cause & effect (43)
- ☐ Time & place (44)
- ☐ Classifying (45)
- ☐ Reasoning: Compare & contrast (46)
- ☐ Analogy (47)

ANALYTICAL COMPREHENSION
- ☐ Elem. of lit.: Characterization 2 (50)
- ☐ Setting (52)
- ☐ Rhyme (64)
- ☐ Literary types: Short story (66)
- ☐ Fantasy (67)
- ☐ Drama (72)
- ☐ Poetry (73)
- ☐ Forms of language (74)

STUDY SKILLS
- ☐ Following directions (75)
- ☐ Organization: Summarizing (76)
- ☐ Outlining (78)
- ☐ Use of dictionary (79)
- ☐ Alphabetizing (80)
- ☐ Guide words (81)
- ☐ Phonetic spelling (82)
- ☐ Ref. materials: Table of contents (85)
- ☐ Index (86)
- ☐ Encyclopedia (87)
- ☐ Cartoons, pictures, photographs (93)
- ☐ Maps (94)
- ☐ Symbols (95)
- ☐ Graphs, diagrams, tables, charts (96)
- ☐ Time line (97)
- ☐ Reading techniques: Skimming (99)

COMPOSITION
- ☐ Sentences and phrases (101)
- ☐ Short story (104)
- ☐ Poetry (105)

MATTESON FOUR-DIMENSIONAL READING PROJECT, E.S.E.A. TITLE III

READING PROGRESS CHART

LEVEL 3

Name _____

VOCABULARY DEVELOPMENT
- ☐ Context clues (13)
- ☐ Synonyms (14)
- ☐ Antonyms (15)
- ☐ Homonyms (16)
- ☐ Homographs (17)
- ☐ Compounds (18)
- ☐ Dictionary & glossary (19)
- ☐ Roots & affixes (20) 1 2 3 4 5
- ☐ Effective word choice (21)

LITERAL COMPREHENSION
- ☐ Details (22)
- ☐ Main idea (23)
- ☐ Subordinate ideas (24)
- ☐ Phrase & sentence meaning (25)
- ☐ Sequence (26)
- ☐ Structure: Punctuation (27)
- ☐ Antecedents (28)

INTERPRETATIVE COMPREHENSION
- ☐ Sensory imagery (30)
- ☐ Figurative language (31)
- ☐ Simile (32)
- ☐ Metaphor (33)
- ☐ Idioms (34)
- ☐ Hyperbole (35)
- ☐ Inference (39)
- ☐ Conclusion drawing (40)
- ☐ Fact & fiction (41)
- ☐ Fact & opinion (42)
- ☐ Relationships: Cause & effect (43)
- ☐ Time & place (44)
- ☐ Classifying (45)
- ☐ Reasoning: Compare & contrast (46)
- ☐ Evaluating (58)

ANALYTICAL COMPREHENSION
- ☐ Elem. of lit.: Characterization & (50)
- ☐ Plot (51)
- ☐ Setting (52)
- ☐ Point of view (53)
- ☐ Rhyme (64)

ANALYTICAL COMPREHENSION
- ☐ Literary types: Short story (66)
- ☐ Fantasy (67)
- ☐ Novel (70)
- ☐ Drama (72)
- ☐ Poetry (73)
- ☐ Forms of language (74)

STUDY SKILLS
- ☐ Following directions (75)
- ☐ Organization: Summarizing (76)
- ☐ Outlining (78)
- ☐ Use of dictionary: Alphabetizing (80)
- ☐ Guide words (81)
- ☐ Phonetic spelling (82)
- ☐ Word origin (83)
- ☐ Ref. materials: Table of contents (85)
- ☐ Index (86)
- ☐ Encyclopedia (87)
- ☐ Shelf organization (88)
- ☐ Card catalog (89)
- ☐ Atlases (90)
- ☐ Cartoons, pictures, photographs (93)
- ☐ Maps (94)
- ☐ Symbols (95)
- ☐ Graphs, diagrams, tables, charts (96)
- ☐ Time line (97)
- ☐ Reading techniques: Newspapers (98)
- ☐ Skimming (99)

COMPOSITION
- ☐ Short story (104)
- ☐ Poetry (105)
- ☐ Report (106)

MATTESON FOUR-DIMENSIONAL READING PROJECT, E.S.E.A. TITLE III

READING PROGRESS CHART

LEVEL 4

Name _____

VOCABULARY DEVELOPMENT
- ☐ Context clues(13)
- ☐ Synonyms(14)
- ☐ Antonyms(15)
- ☐ Homonyms(16)
- ☐ Homographs(17)
- ☐ Dictionary & glossary(19)
- ☐ Roots & affixes(20) 1 2 3 4 5 6 7 8 9 10
- ☐ Effective word choice(21) 11 12

LITERAL COMPREHENSION
- ☐ Details(22)
- ☐ Main ideas(23)
- ☐ Subordinate ideas(24)
- ☐ Phrase & sentence meaning(25)
- ☐ Sequence(26)
- ☐ Structure: Punctuation(27)
- ☐ Construction(29)

INTERPRETATIVE COMPREHENSION
- ☐ Sensory imagery(30)
- ☐ Figurative language(31)
- ☐ Simile(32)
- ☐ Metaphor(33)
- ☐ Idioms(34)
- ☐ Hyperbole(35)
- ☐ Personification(36)
- ☐ Onomatopoeia(37)
- ☐ Alliteration(38)
- ☐ Inference(39)
- ☐ Conclusion drawing(40)
- ☐ Fact & fiction(41)
- ☐ Fact & opinion(42)
- ☐ Relationships: Cause & effect(43)
- ☐ Time & place(44)
- ☐ Classifying(45)
- ☐ Reasoning: Compare & contrast(46)
- ☐ Evaluating(48)

ANALYTICAL COMPREHENSION
- ☐ Elements of lit.: Characterization (1)(49)
- ☐ Characterization (2)(50)
- ☐ Plot(51)
- ☐ Setting(52)
- ☐ Point of view(53)
- ☐ Theme(54)

ANALYTICAL COMPREHENSION
- ☐ Elements of lit.: Mood & tone(55)
- ☐ Foreshadowing(57)
- ☐ Style(59)
- ☐ Author's purpose(60)
- ☐ Humor(61)
- ☐ Satire & irony(62)
- ☐ Rhyme(64)
- ☐ Literary types: Short story(66)
- ☐ Fantasy(67)
- ☐ Novel(70)
- ☐ Biography(71)
- ☐ Drama(72)
- ☐ Poetry(73)
- ☐ Forms of language(74)

STUDY SKILLS
- ☐ Following directions(75)
- ☐ Organization: Summarizing(76)
- ☐ Note taking(77)
- ☐ Outlining(78)
- ☐ Use of dictionary: Alphabetizing(80)
- ☐ Phonetic spelling(82)
- ☐ Word origin(83)
- ☐ Additional information(84)
- ☐ Reference materials: Index(86)
- ☐ Encyclopedia(87)
- ☐ Shelf organization(88)
- ☐ Card catalog(89)
- ☐ Atlases(90)
- ☐ Bibliography(91)
- ☐ Cartoons, pictures, photographs(93)
- ☐ Maps(94)
- ☐ Symbols(95)
- ☐ Graphs, diagrams, tables, charts(96)
- ☐ Time line(97)
- ☐ Reading techniques: Newspaper(98)
- ☐ Skimming(99)

COMPOSITION
- ☐ Paragraphs(102)
- ☐ Short story(104)
- ☐ Poetry(105)
- ☐ Report(106)

READING PROGRESS CHART

LEVEL 5

Name_____

VOCABULARY DEVELOPMENT
- ☐ Context clues (13)
- ☐ Synonyms(14)
- ☐ Antonyms(15)
- ☐ Homonyms(16)
- ☐ Roots & affixes(20) 1 2 3 4 5
- ☐ Effective word choice(21)

LITERAL COMPREHENSION
- ☐ Details(22)
- ☐ Main idea(23)
- ☐ Subordinate ideas(24)
- ☐ Sequence(26)
- ☐ Structure: Punctuation(27)

INTERPRETATIVE COMPREHENSION
- ☐ Sensory imagery(30)
- ☐ Figurative language(31)
- ☐ Simile(32)
- ☐ Metaphor(33)
- ☐ Idioms(34)
- ☐ Hyperbole(35)
- ☐ Personification(36)
- ☐ Onomatopoeia(37)
- ☐ Alliteration(38)
- ☐ Inference(39)
- ☐ Conclusion drawing(40)
- ☐ Fact & fiction(41)
- ☐ Fact & opinion(42)
- ☐ Relationships: Cause & effect(43)
- ☐ Time & place(44)
- ☐ Classifying(45)
- ☐ Reasoning: Compare & contrast(46)
- ☐ Analogy(47)
- ☐ Evaluating(48)

ANALYTICAL COMPREHENSION
- ☐ Elements of lit.: Characterization (1)(49)
- ☐ Characterization (2)(50)
- ☐ Plot(51)
- ☐ Setting(52)
- ☐ Point of view(53)
- ☐ Theme(54)
- ☐ Mood & tone(55)
- ☐ Conflict(56)
- ☐ Foreshadowing(57)

ANALYTICAL COMPREHENSION
- ☐ Elements of lit.: Flashback(58)
- ☐ Style(59)
- ☐ Author's purpose(60)
- ☐ Humor(61)
- ☐ Satire & irony (62)
- ☐ Symbolism (63)
- ☐ Rhyme (64)
- ☐ Rhythm(65)
- ☐ Literary types: Short story(66)
- ☐ Fantasy(67)
- ☐ Article (68)
- ☐ Essay (69)
- ☐ Novel (70)
- ☐ Biography(71)
- ☐ Drama (72)
- ☐ Poetry (73)
- ☐ Forms of language (74)

STUDY SKILLS
- ☐ Following directions(75)
- ☐ Organization: Summarizing (76)
- ☐ Note taking (77)
- ☐ Outlining (78)
- ☐ Use of dictionary: Word origin(83)
- ☐ Additional information(84)
- ☐ Ref. materials: Shelf organization (88
- ☐ Card catalog(89)
- ☐ Atlases(90)
- ☐ Bibliography(91)
- ☐ Reader's Guide(92)
- ☐ Cartoons, pictures, photographs(93)
- ☐ Maps(94)
- ☐ Graphs, diagrams, tables, charts(96)
- ☐ Time line(97)
- ☐ Reading techniques: Newspapers (98)
- ☐ Skimming(99)
- ☐ Rate(100)

COMPOSITION
- ☐ Paragraphs(102)
- ☐ Essay(103)
- ☐ Short story(104)
- ☐ Poetry(105)
- ☐ Report(106)

READING PROGRESS CHART

LEVEL 6

Name _____

VOCABULARY DEVELOPMENT
- ☐ Context clues (13)
- ☐ Roots & affixes (20) 1 2 3 4 5 6 7
- ☐ Effective word choise (21)

LITERAL COMPREHENSION
- ☐ Details (22)
- ☐ Main idea (23)
- ☐ Subordinate ideas (24)
- ☐ Sequence (26)
- ☐ Structure: Punctuation (27)

INTERPRETATIVE COMPREHENSION
- ☐ Sensory imagery (30)
- ☐ Figurative language (31)
- ☐ Simile (32)
- ☐ Metaphor (33)
- ☐ Idioms (34)
- ☐ Hyperbole (35)
- ☐ Personification (36)
- ☐ Onomatopoeia (37)
- ☐ Alliteration (38)
- ☐ Inference (39)
- ☐ Conclusion drawing (40)
- ☐ Fact and opinion (42)
- ☐ Relationships: Cause and effect (43)
- ☐ Classifying (45)
- ☐ Reasoning: Compare & contrast (46)
- ☐ Analogy (47)
- ☐ Evaluating (48)

ANALYTICAL COMPREHENSION
- ☐ Elem. of lit.: Characterization 1 (49)
- ☐ Characterization 2 (50)
- ☐ Plot (51)
- ☐ Setting (52)
- ☐ Point of view (53)
- ☐ Theme (54)
- ☐ Mood & tone (55)
- ☐ Conflict (56)

ANALYTICAL COMPREHENSION
- ☐ Elem. of lit.: Foreshadowing (57)
- ☐ Flashback (58)
- ☐ Style (59)
- ☐ Author's purpose (60)
- ☐ Humor (61)
- ☐ Satire & irony (62)
- ☐ Symbolism (63)
- ☐ Rhyme (64)
- ☐ Rhythm (65)
- ☐ Literary types: Short story (66)
- ☐ Fantasy (67)
- ☐ Article (68)
- ☐ Essay (69)
- ☐ Novel (70)
- ☐ Biography (71)
- ☐ Drama (72)
- ☐ Poetry (73)
- ☐ Forms of language (74)

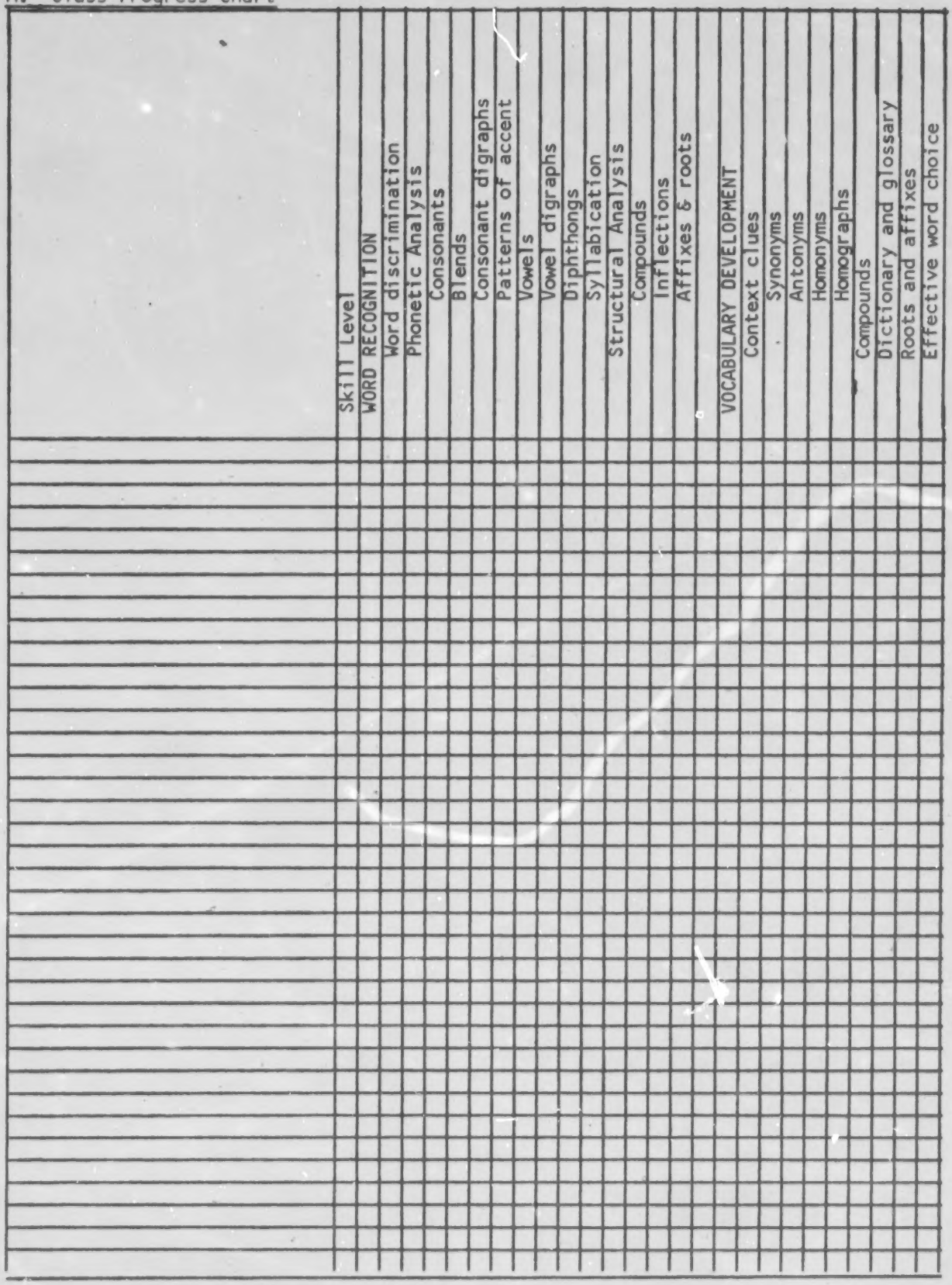
STUDY SKILLS
- ☐ Following directions (75)
- ☐ Organization: Summarizing (76)
- ☐ Note taking (77)
- ☐ Outlining (78)
- ☐ Use of dictionary: Word origin (83)
- ☐ Ref. materials: Readers' Guide (92)
- ☐ Cartoons, pictures, photographs (93)
- ☐ Maps (94)
- ☐ Graphs, diagrams, tables, charts (96)
- ☐ Time line (97)
- ☐ Reading techniques: Newspapers (98)
- ☐ Skimming (99)
- ☐ Rate (100)

COMPOSITION
- ☐ Short story (104)
- ☐ Poetry (105)

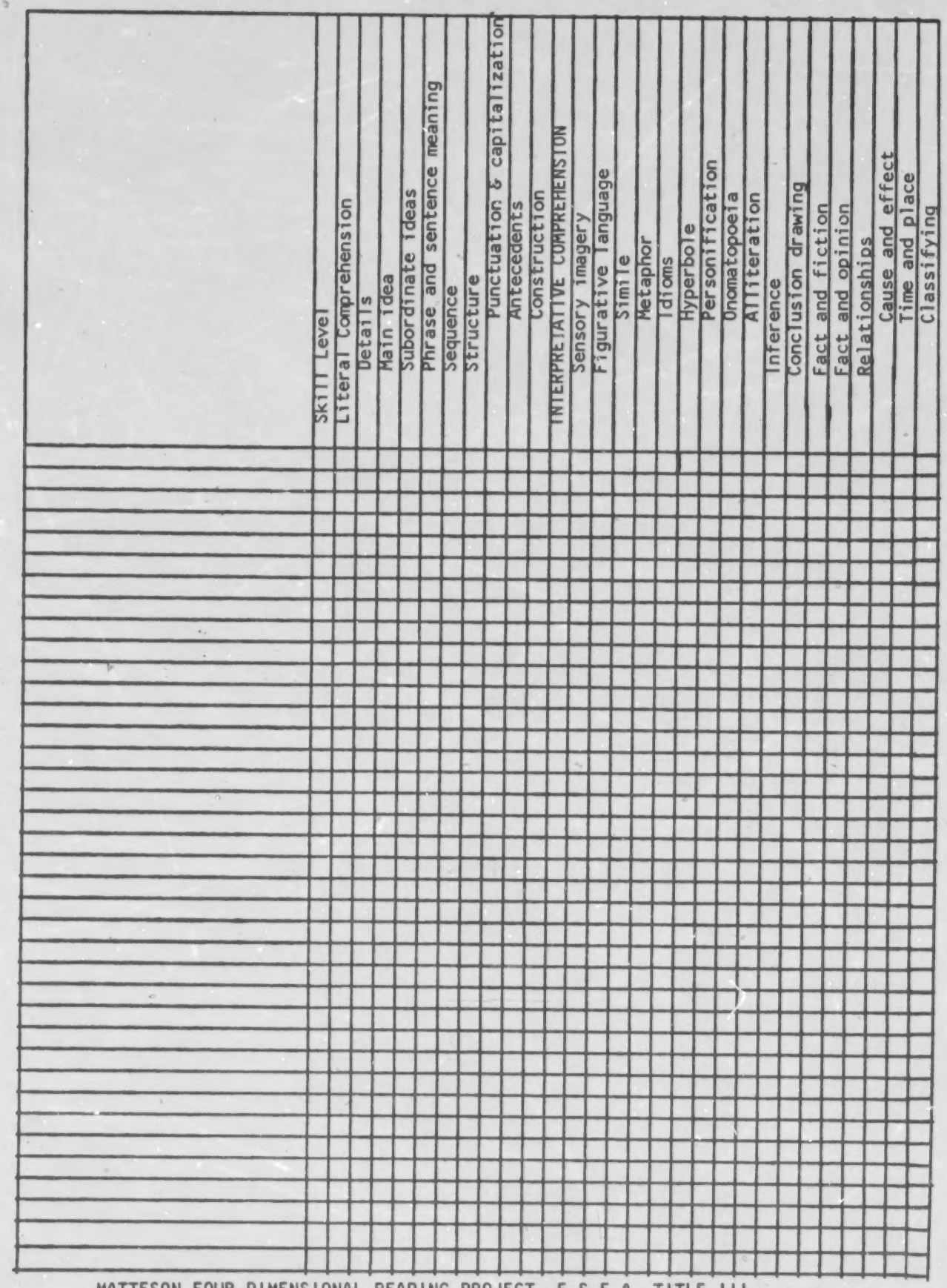
MATTESON FOUR-DIMENSIONAL READING PROJECT, E.S.E.A. TITLE III

RECORD SHEET

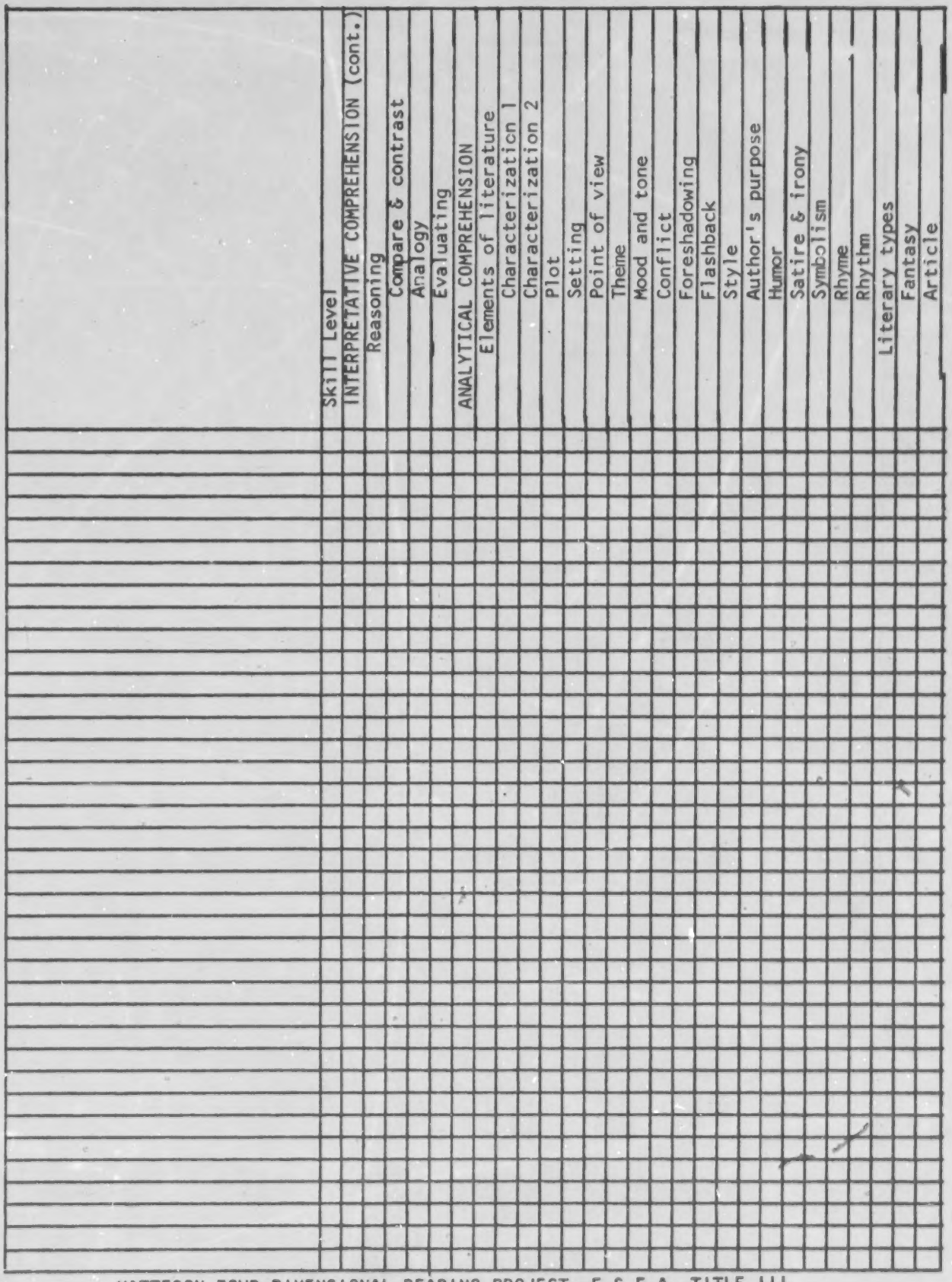
M. Class Progress Chart



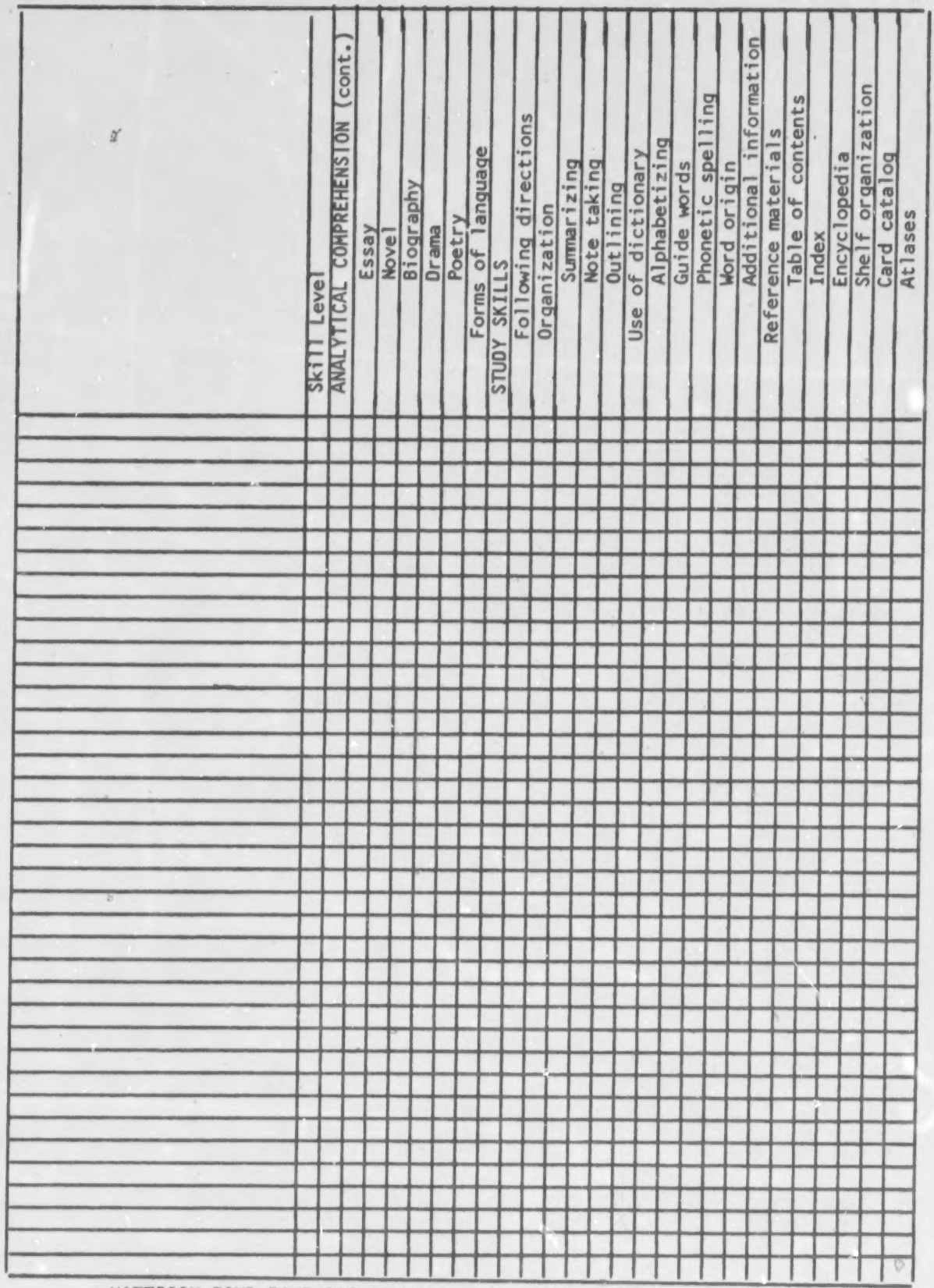
RECORD SHEET



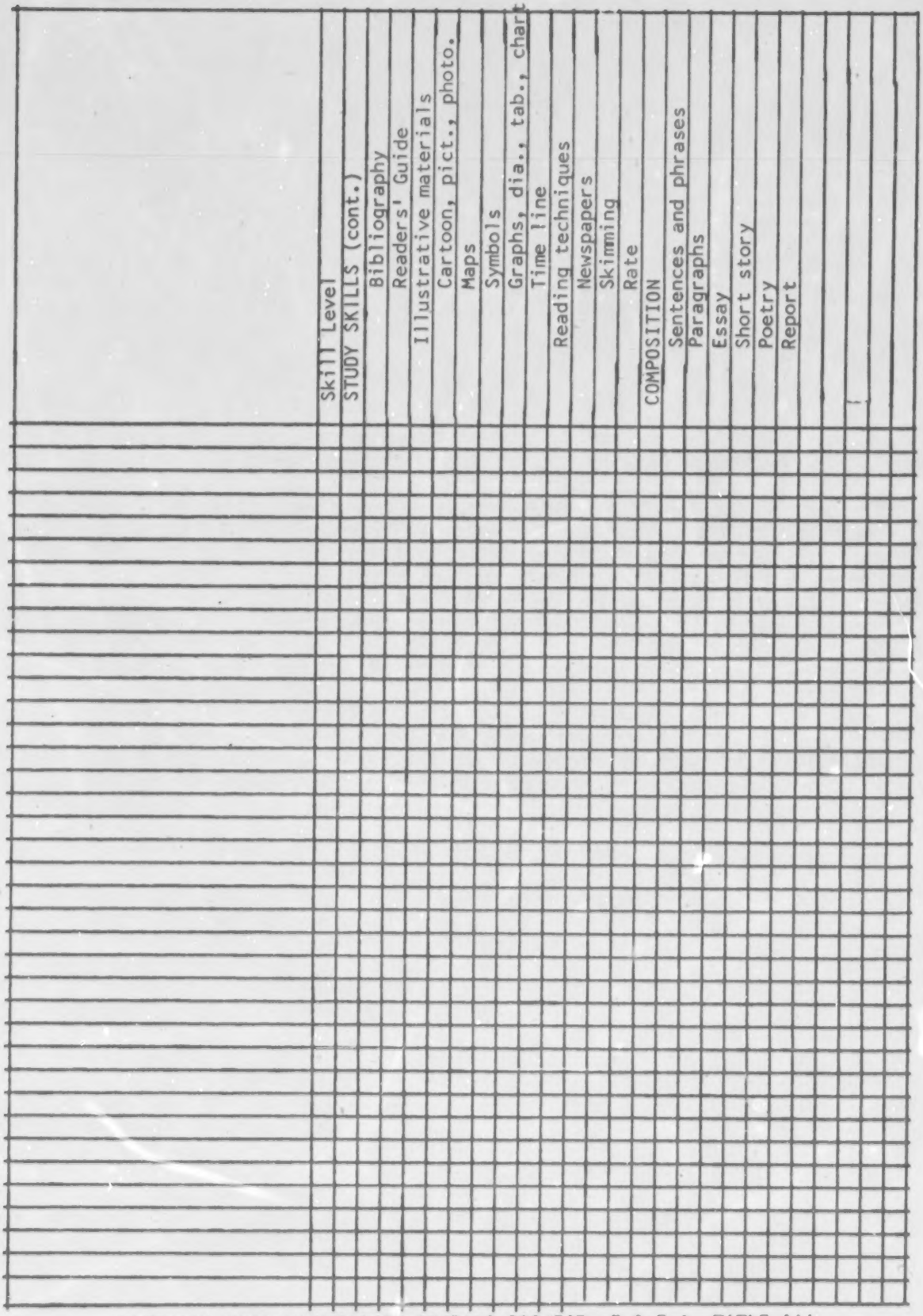
RECORD SHEET



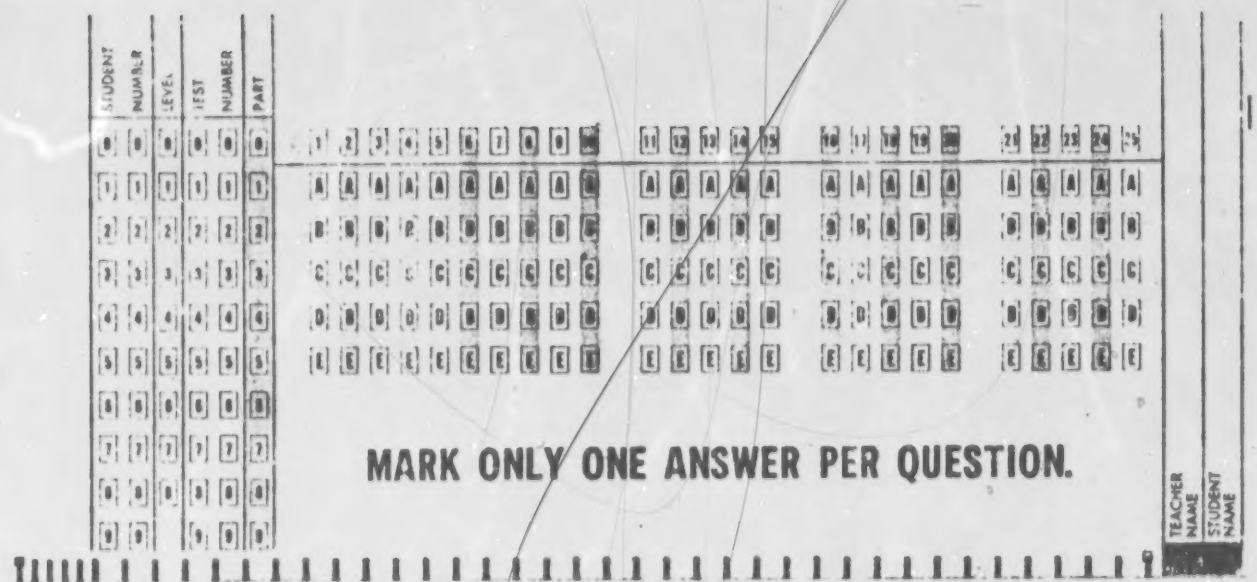
RECORD SHEET



RECORD SHEET



N. Matteson 4-D Test Response Computer Card



O. Materials and Kits Available for Use With Specific Students

Reluctant Reader

MATERIAL	INFORMATION	GRADE LEVEL
Action Unit (Scholastic)	Incorporates basic word attack skills into an intensive 18 week program of reading, role-playing, discussion, and writing, structured into a skills program. Contains: Tape, 20 copies of Unit Book 2 and 3. Library 1 and 2 are extra books.	2-4
Baffle (Lyons & Carnahan)	Game from Spelling Learning Games Kit E Primarily used for word patterns.	5
Bingobang (Lyons & Carnahan)	Game from Phonics We Use Learning Games Kit. Primarily used for final consonant sounds and symbols.	1-3
Blends Race (Lyons & Carnahan)	Game from Phonics We Use Learning Games Kit. Primarily used for initial consonant blends and symbols.	1-3
Cagey (Lyons & Carnahan)	Game from Spelling Learning Games Kit E Uses crossword puzzle techniques.	5
Capture (Lyons & Carnahan)	Game from Spelling Learning Games Kit C Primarily used for syllabification.	3
Choose and Check - 5 (Scott, Foresman)	Two-sided exercise boards with self-checking multiple-choice exercises for independent practice of reading skills: consonants, vowels, conclusion drawing, relationships, analogy, alphabetizing, guide words.	2.1
Choose and Check - 6	See above.	2.1
Choose and Check - 7	See above.	2.2
Choose and Check - 8	See above.	2.2
Challenge (Random House)	High interest level, low reading vocabulary, multi-ethnic content with urban emphasis. Contains: 20 copies of 20 stories and a set of skill sheets.	
Criss Cross (Lyons & Carnahan)	Game from Spelling Learning Games Kit D. Primarily used for sound-to-symbol relationships.	4

Reluctant Reader

MATERIAL	INFORMATION	GRADE LEVEL
Cross Country (Lyons & Carnahan)	Game from Spelling Learning Games Kit D. Primarily used for diacritical marks and phonetic spellings.	4
Cross Over (Lyons & Carnahan)	Game from Spelling Learning Games Kit C. Expands spelling vocabulary.	3
Digraph Hopscotch (Lyons & Carnahan)	Game from Phonics We Use Learning Games Kit. Primarily used for initial and final consonant digraphs and symbols.	1-3
Digraph Whirl (Lyons & Carnahan)	Game from Phonics We Use Learning Games Kit. Primarily used for initial consonant digraphs and symbols.	1-3
Full House (Lyons & Carnahan)	Game from Phonics We Use Learning Games Kit. Primarily used for vowels, vowel digraphs and diphthongs.	1-3
Launch (Random House)	High interest level, low reading vocabulary, multi-ethnic content with urban emphasis. Contains: 20 copies of 20 stories and a set of skill sheets.	
Listen (Lyons & Carnahan)	Game from Spelling Learning Games Kit D. Primarily used for initial consonant digraphs and clusters.	4
Match (Lyons & Carnahan)	Game from Spelling Learning Games Kit E. Primarily used for long vowel sounds and diphthongs.	5
Mice Twice (Lyons & Carnahan)	Game from Spelling Learning Games Kit C. Primarily used for long vowel sounds.	3
No Nonsense (Lyons & Carnahan)	Game from Spelling Learning Games Kit D. Primarily used for morphemic principles.	4
Old Itch (Lyons & Carnahan)	Game from Phonics We Use Learning Games Kit. Primarily used for initial consonant sounds.	1-3
Reach (Random House)	High interest level, low reading vocabulary, multi-ethnic content with urban emphasis. Contains: 20 copies of 20 stories and a set of skill sheets.	

Reluctant Reader

MATERIAL	INFORMATION	GRADE LEVEL
Search (Random House)	High interest level, low reading vocabulary, multi-ethnic content with urban emphasis. Contains: 20 copies of 20 stories and a set of skill sheets.	
7 Up and Down (Lyons & Carnahan)	Game from Spelling Learning Games Kit D. Primarily used for diphthongs and digraphs.	4
Ship Shape (Lyons & Carnahan)	Game from Spelling Learning Games Kit C. Primarily used for beginning and ending consonant digraphs.	3
Spell-O-Grams (Lyons & Carnahan)	Game from Spelling Learning Games Kit E. Primarily used for enlarging spelling vocabularies.	5
Spin-A-Sound (Lyons & Carnahan)	Game from Phonics We Use Learning Games Kit. Primarily used for initial consonant sounds and symbols.	1-3
Spin Hard, Spin Soft (Lyons & Carnahan)	Game from Phonics We Use Learning Games Kit. Primarily used for hard and soft sounds of "c" and "g".	1-3
Start Smart (Lyons & Carnahan)	Game from Spelling Learning Games Kit C. Primarily used for initial consonant sounds, blends and digraphs.	3
Syllable Count (Lyons & Carnahan)	Game from Phonics We Use Learning Games Kit. Primarily used for syllabification and accent.	1-3
Toll Road (Lyons & Carnahan)	Game from Spelling Learning Games Kit E. Primarily used for morphemic principles.	5
Vowel Dominoes (Lyons & Carnahan)	Game from Phonics We Use Learning Games Kit. Primarily used for long and short vowels and symbols.	1-3

Individualized

MATERIAL	INFORMATION	GRADE LEVEL
Discoveries 1 (Houghton Mifflin)	Throughout the program, the pupil's reading experience progresses from group reading under teacher supervision to individualized reading under teacher supervision to independent, individualized reading without the teacher. To be used with students who have decoding skills. Contains: books, worktext, skills lessons and conference cards.	4
Discoveries 2	See above.	4
Discoveries 3	See above.	5
Discoveries 4	See above.	5
Discoveries 5	See above.	6
Discoveries 6	See above.	6
Language Arts Series 400 (Educational Progress Corporation)	Creates individualized learning by utilizing available classroom textbooks, including those identified as traditional, modern, or linguistic. The role of the teacher in a continuous progress classroom is to direct and manage learning activities. Contains: Learning objectives for each lesson, pre and post tests and tapes.	2-6
Language Arts Series 500	See above.	3-7
Language Arts Series 600	See above.	4-8
Language Arts Series 700	See above.	5-8
Language Arts Series 800	See above.	6-8
One-to-One (Prentice Hall)	Strengthens essential skills of word recognition, increases comprehension, sharpens critical reading abilities, promotes improved rates of reading, develops competence as a thinker and stimulates creative activities. Designed for use with any and all books, you use the books already in your school. Conference cards in kit.	4-8

Individualized

MATERIAL	INFORMATION	GRADE LEVEL
One-to-One, Junior (Prentice Hall)	See information for One-to-One.	K-4
Pilot Library IIa (Science Research Assoc.)	Designed to bridge the gap between reading training and independent reading with short excerpts, complete in themselves, from full-length books. Contains: 72 selections. Each kit is related to Power Builder selections in a specific SRA Reading Lab series kit.	4
Pilot Library IIb	See above.	5
Pilot Library IIc	See above.	6-7
Pilot Library IIIb	See above.	8-9
Reaching Ahead (Scholastic)	Contains high interest material, pupil-teacher conferences, individual reading logs, learning games and a multitude of skill-building activities. Contains: 125 different titles, 88 pages of detailed suggestions for every phase of the program, teacher's conference notebook, conference cards, informal reading inventory cards, skill supplement, activity cards, reading logs, master work sheets and book cases. Books include reading levels above and below grade level.	5
Reaching Beyond	See above.	6
Reaching Forward	See above.	4
Reaching Higher	See above.	3
Reading Lab IIa (Science Research Assoc.)	Skill-building materials for individualized reading instruction. Provides for the many ability levels normally found in a classroom. Allows each student to begin at his own level and progress as fast as his learning rate permits. Listening skill tapes for Lab also available.	4
Reading Lab 2b	See above.	5
Reading Lab IIc	See above.	6

Individualized

MATERIALS	INFORMATION	GRADE LEVEL
Reading Progress Lab 4 (Education Progress Corporation)	Provides reading instruction and practice in phonetic and structural word analysis and in the comprehension areas of vocabulary, content analysis, and study skills. The combination of audio and printed instruction insures that each student has the opportunity to achieve. Contains: material two grades below and above level of lab, cassettes, reading progress book and teacher's guide.	4
Reading Progress Lab 5	See above.	5
Reading Progress Lab 6	See above.	6
Reading Progress Lab 7	See above.	7
Reading Progress Lab 8	See above.	8
Synchroteach IIa (Science Research Assoc.)	Guides the student in developing vocabulary and word-attack skills with Reading Lab kit and Power Builders. Allows pupils to work on their own in either the classroom or learning center. It can be used for making up missed lessons. Contains: 4 cassettes and teacher's guide.	4
Synchroteach IIb	See above.	5
Synchroteach IIc	See above.	6
Veri Tech Senior Vocabulary Set (ETAD)	The student answers the questions using the VERI-TECH box. When the student has answered all of the questions, he closes the lid, turns the box over, and opens the box again. If he has answered all of the questions correctly, the color flashes on the reverse of the numbered tablets will form a specific pattern for the exercise.	

Supplemental

MATERIAL	INFORMATION	GRADE LEVEL
At Your Own Risk (Holt, Rinehart & Winston)	The thematic focus of this unit involves man and his courageous struggle with nature, his society, and himself. Selections depicting many different aspects of courage enable the student to arrive inductively at his own definition of the concept. Contains: Tape, anthology and sets of books.	7
Listening Progress Laboratory (Educational Progress Corporation)	A multigrade, multilevel program that stresses basic cognitive listening skills. Each lesson contains five sections: Building readiness, practicing, responding, evaluating and thinking critically. Contains: 38 taped lessons, 2 taped tests and a teacher's guide.	7-9
Plays for Reading (Educational Progress Corporation)	The plays furnish successful reading experiences for children of all ability levels. Plot centers on interest level and problems of students from 9 to 12.	
	Centaurus I & A Thorny Problem	3.2-9.2
	Columbus	2.9-3.6
	Harriet Tubman	2.2-3.6
	How Much Land Does a Man Need?	2.2-4.0
	Hungry Smeed	2.6-7.6
	The Indian Expert	2.2-3.6
	Joey & Lazy Jack	2.4-8.1
	A Kingdom in the Air	2.9-5.4
	Mowgil Grows Up	2.7-5.4
	A New Ghost from an Old Story	2.8-5.6
	A Question of Loyalty	2.8-4.2
	Rescue on Stoneledge Point	3.0-7.4
	The Simpleton & The Missing Gem	2.7-10.2
	Slow, the Weaver & Defective Detective	2.6-5.4
	Snow White	2.5-6.1
	The Thief	2.9-5.8
	Tom Sawyer	2.2-5.9
	The Visitor	2.7-6.8
Plus Ten - Level A (McGraw Hill)	Vocabulary booster which provides a systematic vocabulary expansion program including sequential dictionary training; sharpens reading, spelling, and listening skills; builds awareness of our literary and cultural heritage; fits the needs of different school systems. Literary content: Fables, folktales and legends. Contains: Cassettes, text books and student books. 90 lessons.	4

Supplemental

MATERIAL	INFORMATION	GRADE LEVEL
Skilpacers - Blue (Random House)	Skill building units which provide students with individual practice and instruction in 15 reading skills, e.g., finding the main idea, predicting outcomes, recalling details, grouping and categorizing, etc. They can be used in conjunction with any reading program. Contains: 1 instruction card for each skill and two to four practice cards.	5
Skilpacers - Green	See above.	6
Skilpacers - Olive	See above.	8
Skilpacers - Red	See above.	4
Skilpacers - Tan	See above.	7
Skilpacers - Yellow	See above	3
Splendor from Olympus (Educational Material Center)	Offers a complete mini-library of resource materials about Greek and Roman mythology. Two sound-filmstrips set the stage for the study of ancient myths and legends and show the many influences of the myths in evidence yet today. Contains: filmstrips, cassettes, map, teacher's guide and dittos for student contract assignments.	9-12
Vocabulary Development Level A (Scott, Foresman)	Cassettes which present words that may be new to students and guides students in making the words their own. Can be used by entire class, by small groups or by individual students.	7
Vocabulary Development Level B	See above.	8
Vocabulary Development Vol. I (Scott, Foresman)	Cassettes presenting one hundred sixty words. Accompanied with pamphlet that gives spellings and pronunciations of words. Self-administering check tests are also included.	9
Wordpacers (Random House)	Enables pupils to master important vocabulary skills which are keys to effective reading and writing. Contains: 11 skill spotters and 11 dittos.	4-6

Section 3

Statistical Results

A. Positive Attitude Change Towards Reading

About the Program

The Matteson Four-Dimensional Reading Project is a program in individualized reading for children reading at any level from remedial fourth to tenth grade achievement. It is sponsored by Title III, E.S.E.A., 1965, and Matteson School District 162. The global objectives of the program are threefold: (1) each student will reach a level in the reading skills sequence, as defined by the program, commensurate with his expectancy level as determined by the Otis-Lennon Mental Ability Test, (2) students, on the average, shall reach a minimum performance of grade level achievement as measured by the Stanford Reading Achievement Test, and (3) students, on the average, shall enjoy reading more, as measured by teacher observation and changes observed in answers to a reading attitude scale developed by the project staff. The study reported here deals with objective 3, the change in attitude observed in children involved in the program.

The Matteson 4-D Reading Project has been in existence since June, 1972. The first year of the project was spent developing curriculum materials and training teachers in their use. The materials which have been developed are: a skills scope and sequence spanning all skills deemed necessary for children reading in the ability range from remedial fourth grade to tenth grade level; a cross-classification guide which relates commercially available reading materials to particular skills and categorizes them by readability level; a set of teacher-developed individualized learning packets providing individualized and small-group instruction in skills at the reading level of the student; and a set of teacher-developed criterion-referenced tests in the reading skills at the reading level of the student.

The basic premise of the program is that the student will progress step-by-step through the entire set of reading skills at his lowest placement level, omitting those skills he has already mastered. As each student masters all the skills at one level, he progresses to the next level and continues, omitting those skills he has mastered in the set until he is working at his expected reading level through the complete spectrum. At no time does a student repeat the level of a skill he has already mastered. Mastery is determined by performance on the criterion-referenced tests.

The Reading Attitude Survey

It is anticipated that if a student works at his lowest placement level in the program, he will be presented with many opportunities for success. If the child experiences success on a regular basis in his reading program, it follows that he would perceive reading as more fun, would enjoy reading classes more, and would think it easier to learn how to read. To test these hypotheses, a reading attitude survey was developed.

The attitude survey consists of twenty-five statements about reading which the student responds to on a five point scale: (1) Yes (2) I Sometimes Agree (3) Cannot Say (4) I Sometimes Don't Agree (5) No. The items have been divided into three categories: (1) Affect Towards Reading, (2) What I Like to Read, and (3) Why Reading is Important. A list of the items in their respective categories is presented in the Table. The order in which they appear in the Table is not the order in which they were presented in the questionnaire.

The Students

Two groups of students were selected at random from the fourth grade and tested in May, 1973 (Year 1). These students were from two rather different populations. Group A comes from a low socio-economic status population in our school community. Group B comes from a middle-class segment in our population.

There were twenty-one children in Group A, Year 1 and fifty children in Group B, Year 1. The May testing represents pre-test or base-line data on these children since the students were not exposed to the materials in the program until September, 1973.

In February, 1974, the first round of post-testing took place. Three groups of children were isolated at this time. There were fifteen children remaining of the original twenty-one in Group A. These fifteen children have the same teacher in the fifth grade that they had in the fourth grade. Thus, any changes in their attitude can be attributed to changes in program, rather than changes in program and teacher. We now have fifty-nine children in Group B. (District mobility as well as absences at any point in time account for changes in student body from Year 1 to Year 2.) Of the fifty-nine children, twenty-five children (a) have the same teacher in fifth grade as in fourth. Thirty-four children (b) have a different teacher this year (Year 2). Thus, Group (a) changes can be attributed to program, and Group (b) changes to program and teacher. In the Table, the three groups are referred to as Group A, Year 2; Group B, Year 2(a); and Group B, Year 2(b).

The results of the testing situation can be viewed only as preliminary data since at this point in time the children had been involved in the program just five short months. However, there seem to be substantial changes from pre- to post-testing after this short a period of time, and for this reason, the preliminary results are being reported.

The Table

Data presented in the table are in the form of percentages. The "Yes" and "I Sometimes Agree" were combined into a "Yes" category. The "No" and "I Sometimes Don't Agree" were combined into a "No" category. This was done to eliminate individual response differences that appear when subjects respond to items on a continuum of this type. Adding the "Yes" and "No" percents and subtracting from

one hundred will yield the percent undecided. The items vary in regard to whether "Yes" or "No" is considered the positive response.

The statements were analyzed to determine the degree of change in attitude in a positive direction. Any item with an (*) indicates positive change. Any item with a number in parentheses, i.e. (.01), (.05), indicates the level at which statistical significance was observed. Statistical significance was determined by use of a $2 \times 3 \chi^2$ with 2df. Factor 1 was Year 1 versus Year 2. Factor 2 was "Yes", "Undecided", "No". Raw frequencies, rather than percents, were used in these analyses.

Those items with (**) indicate possible shifts in discrimination towards a definite preference for certain types of reading matter on the part of the students. Definite interest in finding books they like, along with a tendency away from magazines, indicates more of a self-selection of books for pleasure reading.

Analysis of Results

There is a significant change in attitude among the lower socio-economic status children (Group A) in two areas: (1) They find it easier to learn to read and (2) they prefer reading classes more. These are critical attitude changes for this type of student. Group B (the middle-class group) shows significant changes in why reading is important.

Overall, judging from the areas in which statistical significance was found, as well as from the number of (*)'s indicating tendency in the positive direction, it can be concluded that children are enjoying reading more in Year 2 than they did in Year 1, and they are becoming more discriminating about the reasons for reading as well as their choice of reading materials for pleasure reading.

It is important to note two facts about the above results: (1) The results hold up across both social class levels and (2) These results were observed over

a comparatively short period of time--only one-half an academic year. The results will be re-tested in another year's time, with another administration of the test to the same groups of children. We hope that we will have even more dramatic results to report as a result of the Year 3 testing.

TABLE

STUDENT ATTITUDES TOWARDS READING

CATEGORY 1--Affect Towards Reading

There are twelve items in this category.

1. I like to share the books I have read with others.
2. I hate to read
3. It is more fun to watch TV than to read
4. It is easy to learn to read
5. I like to read to others
6. I wish we had more time each day just to read books
7. It would be nice if we did not have to have reading classes
8. Books are not much fun.
9. I like to read
10. I would like to go to the library after school.
11. I like to be read to
12. I can't learn to read

CATEGORY 2--What I Like to Read

There are five statements in this category.

13. I like paperback books and library books better than textbooks
14. I like to buy new books
15. Books I like are hard to find
16. Magazines are not much fun
17. I have difficulty finding books of interest to me.

CATEGORY 3--Why Reading is Important

There are eight items in this category.

18. Most people read because they have to.
19. Reading for pleasure is important
20. Reading helps me to understand the things I see on TV
21. I can learn more from TV than from books.
22. I find answers to my questions in books
23. Learning to read helps me in other classes
24. Most people do not need to know how to read.
25. Reading is most important for school work

TABLE (continued)

	GROUP A				GROUP B					
	Year 1		Year 2		Year 1		Year 2(a)		Year 2(b)	
	%Yes	%No	%Yes	%No	%Yes	%No	%Yes	%No	%Yes	%No
1.	81	15	86*	7*	83	8	80	8	92*	3*
2.	5	81	0*	80	16	73	20	72	15*	74**
3.	66	29	54**	34**	54	22	68	20	73	21
4.	34	48	80**	0*(.01)	67	16	80**	4*	71**	15**
5.	57	29	53	40	67	26	72**	20*	65	32
6.	57	33	73**	20*	71	18	84**	12*	80**	15**
7.	38	62	7*	80*(.05)	26	63	28	72**	30	65**
8.	39	62	33*	53	22	71	12*	72**	18*	71
9.	81	19	100**	0*	85	14	92**	4*	91**	6*
10.	62	34	73**	7*	66	33	64	28**	67**	26**
11.	62	34	60	33**	49	30	40	40	42	53
12.	81	15	74**	14	10	84	4*	96*	6*	88**
13.	76	5	74	27***	71	8	80**	16***	83**	18***
14.	62	28	80**	14**	73	12	92**	4*	79**	12
15.	52	33	60***	40**	70	20	60***	32**	65***	24**
16.	43	52	53***	40***	43	41	44	24***	38**	47**
17.	62	33	67***	33	59	35	68***	24**	62***	32**
18.	43	48	20*	53**	36	43	48	36	18*	65*(.01)
19.	57	29	53	20*	53	32	80**	12*(.01)	65**	24**
20.	77	24	60	34	49	32	60**	24**	61**	27**
21.	33	52	14*	80**	26	57	20*	60**	24**	56
22.	95	5	87	13	86	6	84	8	94**	0*
23.	76	14	73	13*	92	6	96**	0*	82	0*
24.	19	81	13*	73	22	49	8*	72*(.01)	0*	83*(.01)
25.	95	5	86**	0	73	12	68**	4	91	6

B. Analysis of Stanford Diagnostic Test Results

In May, 1973, all intermediate children were pre-tested using the Stanford Diagnostic Reading Test. One year later, May, 1974, after approximately six months of time spent in the Matteson 4-D Reading Program, the students were post-tested using the same test. The attached table represents some of the data from the two testings.

Three schools were chosen as an illustration of the potential impact of the program on reading achievement. Schools A and B were selected from the three upper middle class schools in the District. School C is a representative of the two lower social class schools in the District. Fifth and sixth graders were chosen for analysis since these children all had pre- and post-testing on the same form of the SDRT--namely Level II.

The letters y, n, and p next to the teacher labels represent yes, no, and partly--an indication of whether or not the Matteson 4-D Reading Program was used in that teacher's class. The five data columns represent: (1) pretest and (2) post-test mean scores on the reading comprehension subtest of the SDRT; (3) mean expected comprehension score based on Bond and Tinker's Reading Expectancy Formula; (4) true mean growth (column 2 minus column 1); and (5) expected growth (the growth in comprehension expected in one year's time, derived from column 3).

The results indicate a systematic difference between the teachers who used the program and the teachers who did not use it. Two-thirds of the classes in which the program was used grew enough to surpass their expected score in 1974, even though they were substantially below expectancy in 1973. No class in which the program was not used achieved this goal. All classes in which the program was used in whole or in part exceeded their mean expected growth in the year's time. i.e., in all of these classes, the true growth was larger than the expected growth.

The smallest difference between true and expected growth was .2 year; the largest difference was 1.7 years. Two of the four classes not using the program had true growth exceeding the expected growth. The differences in these two classes, however, were a mere .08 and .11 year respectively.

The program results hold up in both the upper middle and lower class schools. Of course, the lower class school (C), being somewhat lower in achievement than the middle class schools (A and B), had more room to grow to reach expectancy. And, results in this school were more dramatic, with growth of more than 2½ years in two of the classes. However, the results in schools A and B were very marked with growth of 1.55 to 2.44 years in a year's time for the classes in the program, as compared to 1.05 to 1.35 for those not in the program and 1.43 for the class partly in the program. Again, it should be noted that while results are measured over a year's time, children by-and-large were in the program for approximately six months. This fact makes the differences in the results even more striking than if the children had been involved in the program an entire year.

References

Bond, Guy L. and Tinker, Miles A. Reading Difficulties: Their Diagnosis and Correction, 2nd ed. New York: Appleton-Century-Crofts, 1967, pages 91-95.

Harris, Albert J. How to Increase Reading Ability, 5th ed. New York: David McKay Company, 1970, pages 295-302.

SCHOOL A

		(1) Pre	(2) Post	(3) Exp. Score	(4) True Growth	(5) Exp. Growth
	Teacher A(y)	7.18	8.73	8.59	1.55	1.26
5th	Teacher B(y)	6.18	7.84	7.99	1.66	1.17
Grade	Teacher C(n)	5.65	6.70	7.52	1.05	1.16
6th	Teacher A(y)	7.24	8.94	8.62	1.70	1.15
Grade	Teacher B(y)	7.23	9.67	8.90	2.44	1.15

SCHOOL B

		(1) Pre	(2) Post	(3) Exp. Score	(4) True Growth	(5) Exp. Growth
5th	Teacher A(n)	7.05	8.40	8.89	1.35	1.27
Grade	Teacher B(p)	6.61	8.04	8.69	1.43	1.25
6th	Teacher A(n)	7.50	8.67	9.19	1.17	1.19
Grade	Teacher B(n)	6.83	8.05	8.13	1.22	1.11

SCHOOL C

		(1) Pre	(2) Post	(3) Exp. Score	(4) True Growth	(5) Exp. Growth
5th	Teacher A(y)	4.99	7.86	7.50	2.87	1.15
Grade	Teacher B(p)	5.05	6.36	7.37	1.31	1.10
6th	Teacher A(p)	5.62	8.15	8.27	2.53	1.11
Grade	Teacher B(y)	5.63	6.93	7.64	1.30	1.05

END